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ABSTRACT

The 33 activities in this book reinforce the rules of written English by providing students with practice in editing a variety of formats. The activities help students develop a basic understanding of the rules of grammar and mechanics (generally taught in grades 6-7) in context and exercise their critical thinking abilities by identifying content errors in a writing sample and accompanying illustration and caption. Each activity contains 1-4 content errors (a discrepancy between the illustration/caption and the writing sample) and 6-12 errors in spelling, mechanics, and grammar. The book presents suggestions for using the activities, an editing checklist to aid in the editing task and a scope and sequence guide that gives teachers an overview of the types of errors include in each writing sample. The answer key lists corrections for each activity. A guide to grammar, usage, and punctuation that cover the skills used in the book is attached. (RS)

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ED 402 602

EDITOR IN CHIEF

GRAMMAR DISASTERS AND PUNCTUATION FAUX PAS

Created by Michael Baker
Written by Cheryl Block, Linda Borla, Gaeir Dietrich
& Margaret Hockett

Critical Thinking Press & Software

BOOK B-1

CS215615

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BOOK B-1 GRAMMAR DISASTERS AND PUNCTUATION FAUX PAS

Created by Michael Baker

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TO THE TEACHER

Objective

Editor in Chief reinforces the rules of written English by providing the student with practice in editing a variety of formats. Students develop a basic understanding of the rules of grammar and mechanics in context and exercise their critical thinking abilities by identifying content errors. Book A covers the skills generally taught in grades 4–5, Book B covers skills taught in grades 6–7, and Book C covers skills for grades 8 and up.

Rationale

The key difference between *Editor in Chief* and most grammar series is the focus on editing in context. The grammatical and mechanical errors inserted into the activities are based on general instructional guidelines for specific grade levels; the content level, however, remains ungraded, allowing usage of these materials at many instructional levels. Styles and content are varied to sustain interest and broaden the student's exposure to different writing formats such as letters, directions, schedules, and dialogue. The illustrations integrated into the context of the activities further spark student interest. The editing skills developed can be applied to the student's own writing.

Activity

Each activity consists of 1–4 content errors (a discrepancy between the illustration/caption and the writing sample) and 6–12 errors in spelling, mechanics, and grammar. The student is asked to identify these errors and make the appropriate corrections. An editing checklist, included on page viii of this book, may be used by the student to aid in the editing task. Most corrections involve the insertion, modification, or deletion of punctuation marks, capitals, single words, and short phrases within the text. Each writing sample is based on an accompanying illustration and caption. Information in the illustration and caption are correct. The student may insert corrections and recopy the corrected article on the lines provided. Activities are sequenced according to the type, number, and level of errors included and the complexity of the subject matter.

Using the Answer Key

The answer key on page 34 lists corrections for each article. Each numbered error correction is followed by a shorthand explanation of the error type (more information on specific rules can be found in the Grammar Guide on page 57). The teacher may choose to provide students with the number and type of errors prior to editing. In some instances, a student may be able to correct an error in more than one way. The answer key gives some obvious choices, but the teacher may choose to accept other answers that make sense and are grammatically and mechanically correct.

Teaching Suggestions

Editor in Chief can be used as an individual or group activity for instruction, reinforcement, practice, and assessment of English grammar and mechanics. When a new rule is introduced, one article can serve as an instructional example and a second as an assessment of students' independent understanding. This book provides an excellent tool for authentic assessment of students' knowledge of grammar and mechanics. The Scope and Sequence on page vii gives teachers an overview of the types of errors included in each article, enabling them to individualize lessons more easily.

Suggested Uses for *Editor in Chief*

Regular Usage

- Group instruction—EIC format is ideal for overhead projector.
- Cooperative Learning—Students edit and exchange work to proofread.
- Homework—Individual activities can follow class instruction.

Extension Activities

- Students write their own paragraphs for editing.
- EIC fosters class discussion of writing errors and how to avoid them.
- Editing checklist can be used to transfer editing skills to other writing activities.

Sources and Standards

In preparing this manuscript, we used the following references as standards for spelling, grammar, punctuation, and usage:

The American Heritage Dictionary, 3rd ed. (Boston: Houghton Mifflin Company, 1993).

The Chicago Manual of Style, 13th ed. (Chicago: The University of Chicago Press, 1982).

The Merriam-Webster Concise Handbook for Writers (Springfield, Mass.: Merriam-Webster Inc., 1991).

The Merriam-Webster Dictionary of English Usage (Springfield, Mass.: Merriam-Webster Inc., 1989).

The New York Public Library Writer's Guide to Style and Usage (New York: HarperCollins Publishers, Inc., 1994).

Warriner's English Grammar and Composition: Complete Course, Liberty Edition (Orlando: Harcourt Brace Jovanovich, 1986).

SCOPE AND SEQUENCE EIC LEVEL B

	Paragraph Number																																
TYPE OF ERROR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
GRAMMAR/USAGE																																	
Adjective					■				■										■														
Adjec: comp./superl.		■	■								■								■							■		■	■				
Adverb						■										■					■							■					
Adverb: comp./superl.									■			■		■						■		■			■	■							
Agree: adjec./noun			■							■		■																■					
Agree: subject/verb	■		■		■		■	■	■	■	■		■		■	■									■	■	■			■			
Agree: pron./noun		■		■		■				■																		■		■			■
Article: a or an	■																■																
Conjunction: correlat.																														■		■	
Double negative																										■							
Misplaced modifier																■				■						■							
Pronoun: subj./object							■				■				■		■	■	■		■	■				■			■	■	■		■
Pronoun: possessive			■											■				■	■	■	■												
Pronoun: reflexive																																■	
Pronoun: first person				■																		■											
Subject: noun or pron.																																	
Tense: present/past												■	■	■		■		■						■		■		■					
Tense: future	■							■						■		■																	
Tense: perfect			■				■	■	■			■	■		■	■		■	■			■						■	■			■	
Usage																		■						■									
Verb: participle					■		■		■		■	■	■		■	■			■	■							■	■	■			■	
Verb: linking, helping			■					■			■				■			■	■	■		■					■					■	
Word pairs		■				■	■						■		■		■		■						■								
SPELLING	■	■	■	■		■			■			■	■	■				■	■	■		■	■	■		■		■		■			■
PUNCTUATION																																	
Apostrophe: contrac.				■																■	■												
Apostrophe: possess.				■					■	■				■			■	■											■				
Colon								■									■									■							■
Comma: series												■																					
Comma: date/address																	■	■						■							■	■	
Comma: introductory			■						■					■		■					■		■		■				■				■
Comma: noun of address																	■															■	
Comma: interrupter																											■					■	
Comma: appositive					■							■											■									■	
Comma: coordin. conjunction										■				■	■					■	■		■	■		■			■				■
Comma: quotation						■	■								■												■		■				
Comma: letter																	■													■		■	■
Exclamation point							■																							■	■		
Hyphen																											■						■
Period: declarative																													■		■		■
Period: abbreviation				■				■						■																		■	
Run-on sentence		■					■		■						■			■											■	■			
Sentence fragment	■				■						■	■							■			■		■									
Question mark																					■	■			■					■	■		
Quotation marks									■						■	■						■					■	■			■		■
CAPITALIZATION																																	
First word of sentence										■																							
Proper noun								■			■								■				■		■	■					■		
Proper adjective		■		■	■																				■								
Title/abbreviation																■	■								■								
In quotations				■		■							■												■						■		
Song titles, etc.																																	
Day, month, holiday	■																■		■														

Editor in Chief — Editing Checklist

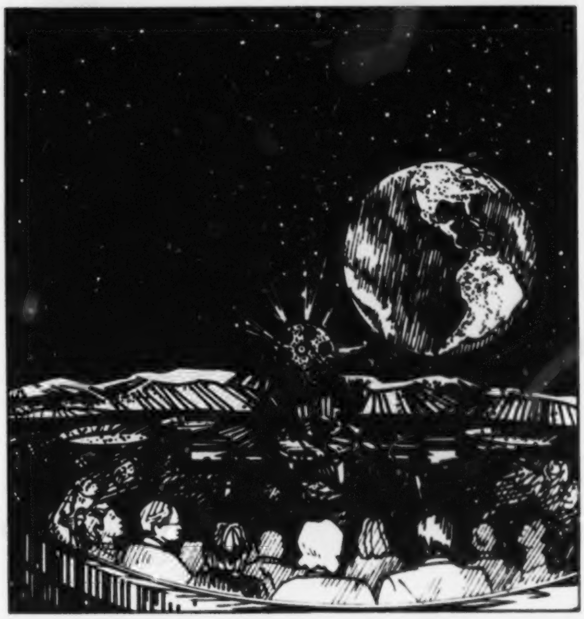
INSTRUCTIONS

The following list gives hints to help you find errors when editing. A word may be misspelled or used incorrectly. Punctuation and capitals may need to be inserted or removed. The caption and picture are always correct, but mistakes have been made in the story. You need to read carefully as you look for errors.

CAPITALIZATION Are the correct words capitalized? Do other words need capitals?		**CONTENT** Does the information in the paragraph match the caption and illustration?	
GRAMMAR & USAGE		**PUNCTUATION**	
Adjective or adverb: What kind of word does it modify? Is the correct form used?		**Apostrophe:** Is the word a contraction? Is the word a plural or possessive? Is the apostrophe in the right place?	
Agreement: Does the verb agree with the subject? Does the pronoun agree with the noun it replaces? Does the adjective agree with the noun?		**Colon:** Is it used correctly? Is it placed correctly?	
Articles: Do you use "a" or "an"?		**Comma:** Is it needed to separate words, dates, phrases, or clauses? Is it placed correctly?	
Correlative conjunctions: Are either/or and neither/nor used correctly?		**Exclamation point:** Is it used correctly?	
Misplaced modifier: Does the modifier make sense where it is placed within the sentence?		**Hyphen:** Is this a compound number?	
Pronoun: Is it used as a subject or an object? Is the correct form used? Is first person last?		**Period:** Is it needed for a sentence or an abbreviation?	
Usage: Is the correct word used? Does a word need to be changed?		**Run-on sentence:** Should this be more than one sentence?	
Verb tense: Is the correct form used? Is a helping verb needed?		**Sentence fragment:** Is this a complete sentence?	
Word pairs that are easily confused: Is the correct word used?		**Question mark:** Is the sentence or quotation a question? Is the question mark placed correctly?	
SPELLING Are the words spelled correctly? Is the plural form correct?		**Quotation marks:** Is each part of a divided quotation enclosed? Are other punctuation marks placed correctly inside or outside the quotation marks? Is this a title of a song, chapter, etc.?	

1. The Planetarium

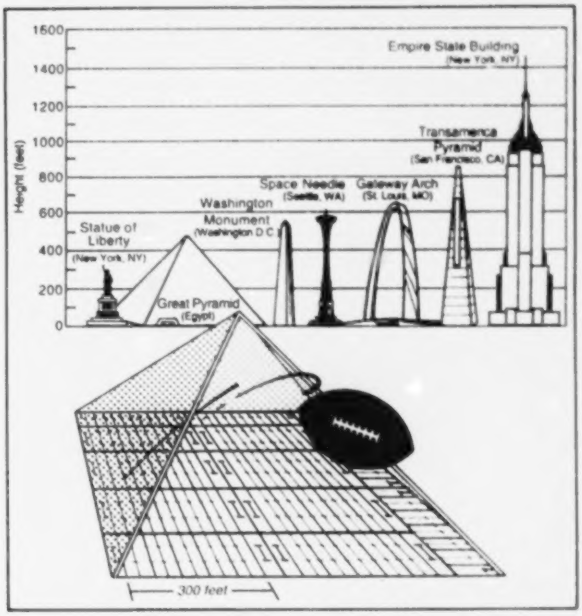
You can expect light years of travel during you're visit to a planetarium. Special lights that are shone on the flat sealing of the planetarium simulates the movements of the stars. Music and narration help set the mood. You can enjoy an view of the present night sky, or you can see how the stars appear in the future. On my first planetarium trip, I saw the Summer sky and many other scenes. My favorite was this view. From the Earth's surface.



In the planetarium, lights are shone on the curved ceiling to simulate stars and planets that may be light-years away. The author's favorite scene is shown above, where the moon's craters surround the audience.

2. On a Grand Scale

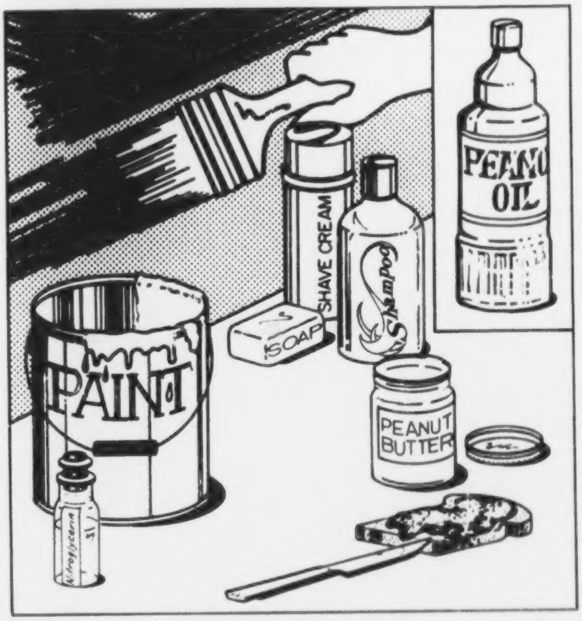
The ancient egyptian architects built on a grand scale. Their greatest achievement was the pyramids. These pyramids were constructed as tombs for the pharaohs, the base of the Great Pyramid near Cairo lays on a piece of land equal in size to ten football fields. Huge limestone blocks weighing as much as 500 pounds where placed layer upon layer to rise pyramids that were around 600 feet tall. Egyptian architects also built their structures to last. The three pyramids at Giza are the larger and best preserved of all the Egyptian pyramids. There over 4,000 years old. The pyramids are considered one of the Seven Wonders of the Ancient World and are the only ones still standing.



In comparison with many modern structures, the pyramids were relatively short in height but massive in volume. The base of the Great Pyramid, for example, covers ten football fields. Archeologists can only theorize how the Egyptians, using limestone blocks weighing as much as 5000 pounds, built the pyramids.

3. Uses of Peanut Oil

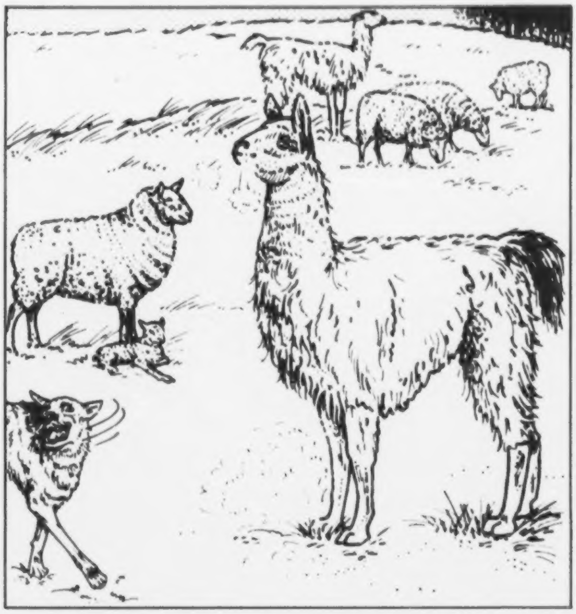
Watch out if you having just eaten a peanut butter sandwich! That snack of your may be more powerful than you thinks. The oil of peanuts is used for making nitroglycerin, a nonexplosive ingredient of dynamite. The oil is rarely used in household items. Grooming products and paint sometimes contains peanut oil. It is used in salad dressing, to. Compared to olive oil, peanut oil is considered by some people to be the most tasty. Indeed peanut oil has many use.



Peanut oil is a common ingredient in many household items, including paint, grooming products, and salad dressing. It is also used to make nitroglycerin, the principal explosive ingredient of dynamite!

4. Predators Beware

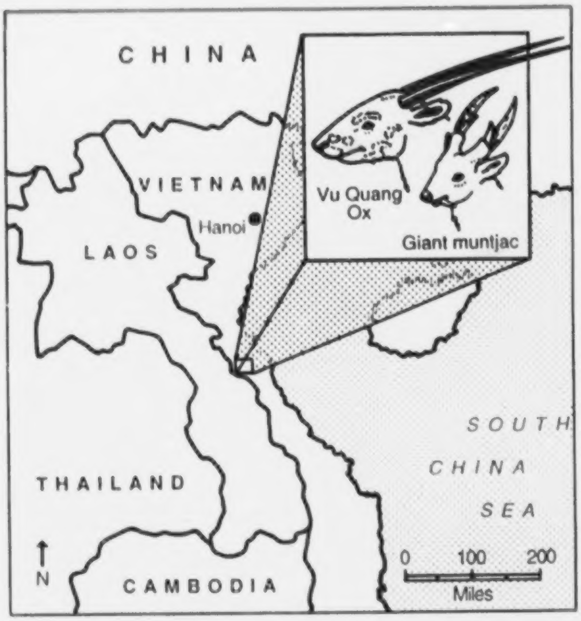
In south american countries, llamas are often used as pack animals. In the US, people are finding other uses for llamas. Some sheep ranchers use llamas to guard their flocks. Llamas graze in the fields with the sheeps and think of them as their herd. If the sheep are attacked, a llama will rush at the attacker and strike with their large hooves. It will also spit saliva into the attacker's face. "Llamas are effective as the sheeps' protectors," says rancher Giselle Robinson, "Because they reduce the number of sheep lost to predators. Overall, Id say that we and llamas get along extremely well."



The llama is related to the camel. Llamas have no hooves but will use their large feet to attack the enemy. The llama above has just kicked a coyote that threatened the sheep herd.

5. Mammal Discovery

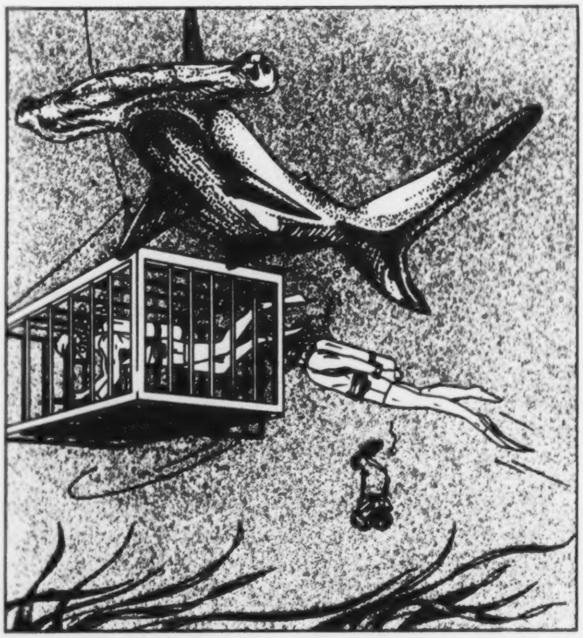
In the early 1990s, scientists discovered two new species of mammals. Both was found in the isolated and mountainous Vu Quang Nature Reserve in Laos. The Vu Quang ox an ox which has long horns, is a distant relative of sheep and cattle. It was the first newly large mammal found in over 100 years. The giant muntjac, a deer with huge canine teeth, was discover soon after the Vu Quang deer. The first live specimen caught. Was a Vu Quang ox calf. It was sent to a Botanical garden in Hanoi for study.


CHINA
VIETNAM
Hanoi
LAOS
Vu Quang Ox
Giant muntjac
SOUTH CHINA SEA
THAILAND
CAMBODIA
N
0 100 200
Miles

The first new large mammals discovered in over 50 years, the Vu Quang ox and the giant muntjac, were discovered in the Vu Quang Nature Reserve (see box in illustration) in the 1990s.

6. Camera Shy

A tiger shark objected to having their photograph taken and sent two scuba divers swimming for cover. The divers, scientists with the National Oceanographic Society, were taking pictures for an upcoming article featuring the hammerhead's unique shaped head. After slowly circling the divers, the shark suddenly tried to butt them with it's head. Bob Noble, the diver armed with a rifle, made it into the diving cage first. Brian Block, the second diver, dropped both his camera and his tank as he swam to safety. Hammerhead sharks have been known to attack people, and the scientists were letting nothing to chance. "next time, we'll get his permission first" said the shaken Mr. Block.

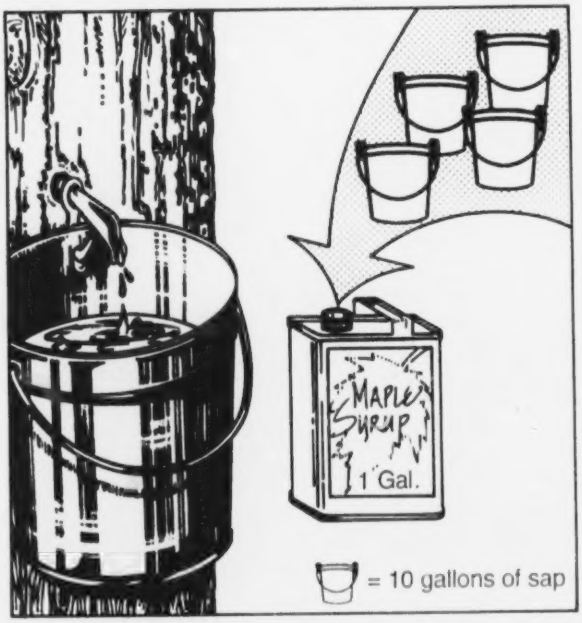


Two divers are attacked while photographing a hammerhead shark. The diver armed with the shark dart makes it into the diving cage first. Although the second man loses two pieces of equipment, he saves his skin.

16

7. Making Maple Syrup

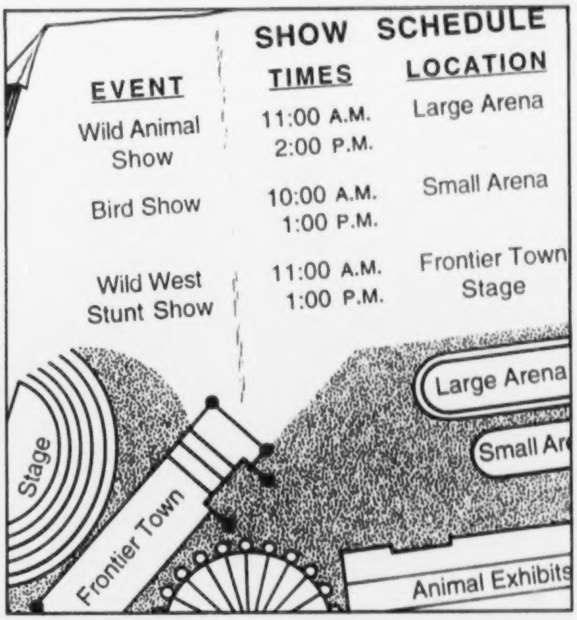
Large sugar bush operators now have pipeline systems, but small farmers still gathers sap from sugar pine trees by hand they empty the sap into a big tub and drive it by tractor and wagon to the sugar shanty where the liquid is boiled. It takes about twenty-five gallons of sap to make one gallon of syrup. This year, Claire and Dave Bevy are looking for help. "Watch and learn from we experts", they say, "and you will do well. Then, if you ask permission to taste the sweet and sticky samples, our answer will be that you can. After a day of making maple syrup, you will be very tired, but you will have have a lot of fun"!



In the sugar bush (grove of sugar maples), farmers tap the maple trees every spring in order to catch the running sap. The sap is boiled in a sugar shanty, or shack; it takes many gallons of sap to make one gallon of maple syrup!

8. Time for Fun

We plan to see the shows while we is at Fun Park, Idaho. We notice on the schedule that the wild animal show will be given at 11;00 A.M. and 2:00 P.M. The bird show is in the large arena next to the animal show and was be presented at 10:00 AM. and 1:00 P.M. We really wants to see Wyatt's wild West Stunt Show on the other side of the park. We can see the animal show at 11:00 if we go to the stunt show at 10:00. Then we can take a break for lunch and go to the stunt show at 11:00 A.M. On the other hand, we can see the stunt show first, the bird show next, and the animal show last. Anyway, we will having seen them all by the day's end.

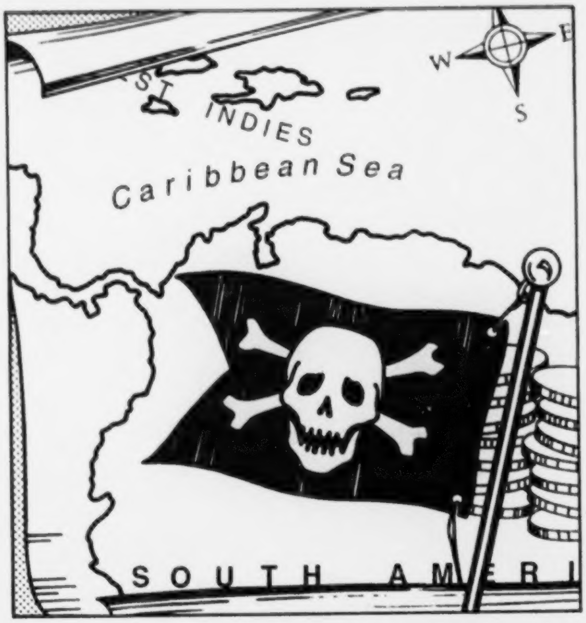

SHOW SCHEDULE

EVENT	TIMES	LOCATION
Wild Animal Show	11:00 A.M. 2:00 P.M.	Large Arena
Bird Show	10:00 A.M. 1:00 P.M.	Small Arena
Wild West Stunt Show	11:00 A.M. 1:00 P.M.	Frontier Town Stage

We expect to see all the shows at Fun Park and are using the schedule to organize our time.

9. A Pirate's Life for Me?

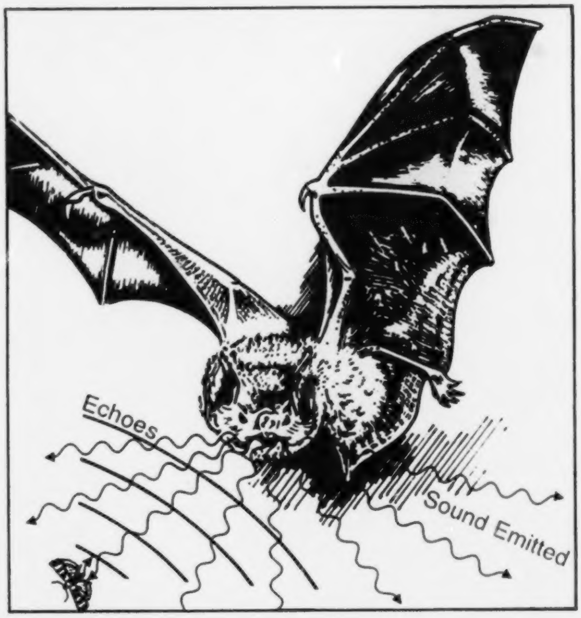
"Yo ho, yo ho," it's a pirate's life for me." Pirate's lives were not as glamorous as books have portray them. Pirates made their living attacking merchant ships and inland towns the battles were brutal, and a pirate rarely lived long. Pirates were considered outlaws by all nations. They sailed under their own flag, the skull and crossbow, and lived by their own lose system of rules. These rules specified the share of the treasure each pirate received and the amount of compensation for lost limbs and other injuries. However very few of the pirates actually shared in the lavishly treasure chests of jewels and gold. Most was very poor, and many fared worst than beggars.



Pirates sailed under the skull and crossbones (a flag known as the Jolly Roger) and attacked merchant ships and towns along the North and South American coasts. In the Caribbean Sea alone, there lies buried many millions of dollars in sunken treasure.

10. Flying Mammals

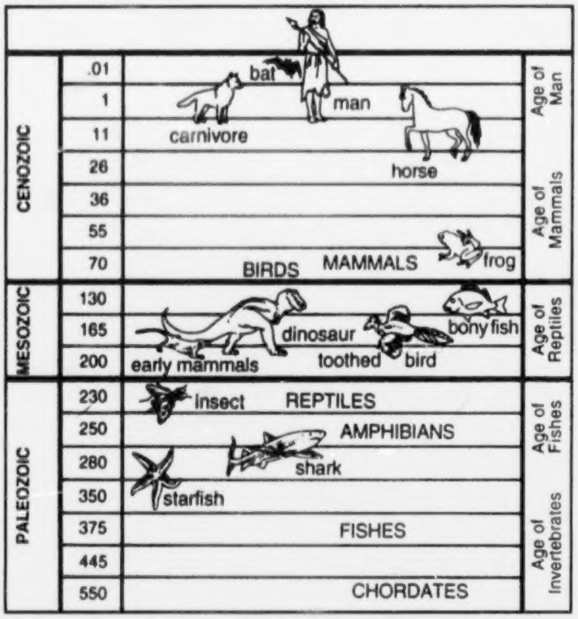
Bats are the only animals that can truly fly. Flying squirrels, and flying lemurs actually glide. Bats wings are formed by a membrane that stretches between the bones of their feet. The structure of birds' wings are different. A birds' wings are formed from the arm bones. Bats are nocturnal yet most have poor eyesight. This bats with poor eyesight use echolocation to guide their flights. they make supersonic sounds in their throats. They use the echoes from these sounds to guide itself and find food. Most echolocating birds actually catch small insects while flying in the air!



Bats are the only flying mammals. In flight, bats look much like birds, but unlike birds, bats' wings are formed from the bones of their hands. Also unlike birds, many bats use echolocation to guide themselves and find food even in total darkness!

11. Fossil History

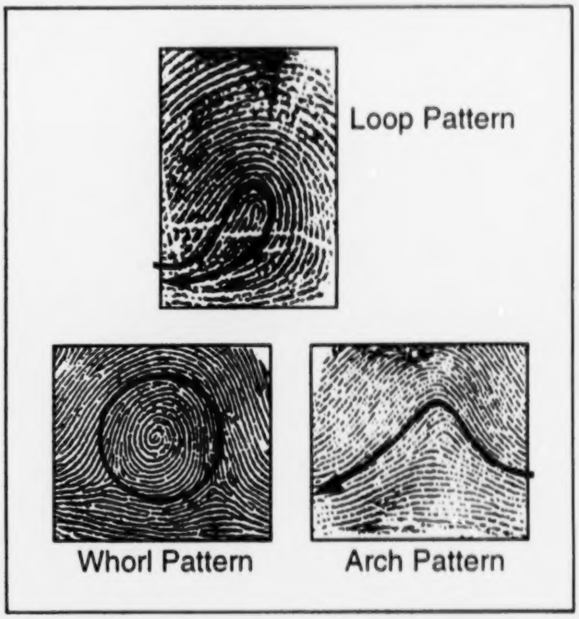
Whom came first on earth? Was it the insects or the birds? A geologic time line can tell us. Geologists divide the earth's history into various units of time, and the greater unit of time is call an era. Our earliest fossil records of animal life on earth date back to the Cenozoic era. Insects appeared in the Paleozoic era and have remained unchanged for over 200 million years. The first birds, however, were toothless and appeared in the Mesozoic era during the Age of Fishes. An age be a time period used by biologists to indicate when one animal species are dominant. Modern toothless birds did not develop. Until the Cenozoic era. The earliest mammals appeared in the Mesozoic Era, but the Age of Mammals did not begin until 130 million years later in the Cenozoic era.


CENOZOIC
MESOZOIC
PALEOZOIC
.01
1
11
26
36
55
70
130
165
200
230
250
280
350
375
445
550
bat
man
carnivore
horse
BIRDS
MAMMALS
frog
dinosaur
bony fish
early mammals
toothed bird
insect
REPTILES
AMPHIBIANS
shark
starfish
FISHES
CHORDATES
Age of Man
Age of Mammals
Age of Reptiles
Age of Fishes
Age of Invertebrates

The geologic time line above covers the stages of development in animal life on earth. In geologic time, eras can be subdivided into epochs and periods. The three eras are named at left. Numbers refer to millions of years ago (the Age of Mammals began 70 million years ago).

12. Print Patterns

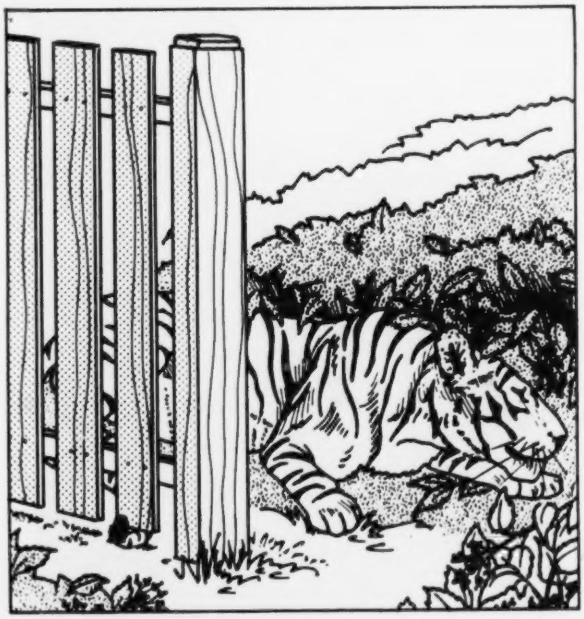
Have you ever hear that no two fingerprints are alike? Each fingerprint is made up of a pattern of ridges. That vary in number, size, and location. They're three basic patterns of fingerprints: loops, whirls, and arches. The more commonly occurring of the three pattern is the loop. A loop must have one ridge that enters from one side, curves around and exits from the opposite side. Whorls involve ridges that curve in a circular pattern. The arch the least common pattern is formed by ridges that enter from one side, rose in the middle, and then exit.



The three types of fingerprint patterns are the loop, the whorl, and the arch. The most common pattern, the loop, has a ridge that enters and exits from the same side.

13. On the Loose

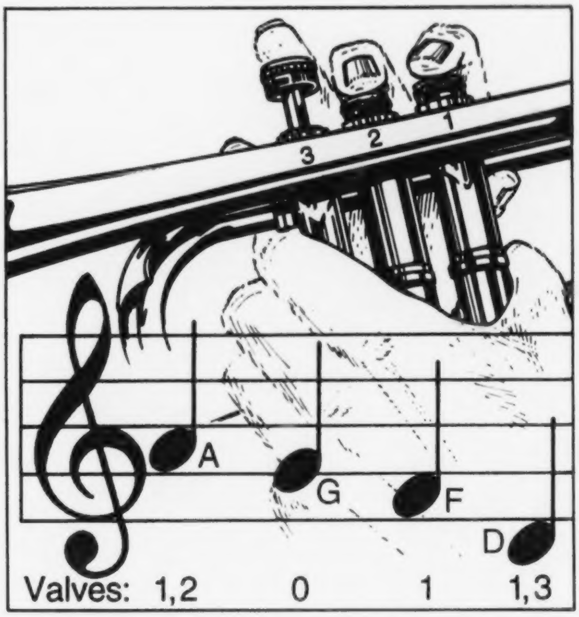
Emmet Levison, zookeeper, recalls the days of transporting animals by train. "One time, a truck carrying a shipment of ours derailed and leaved thirty animals go free. Most of the beasts were rounded up, but an elusive lion had flee to a nearby back yard. After he was tranquilized, the big cat slump into a patch of berrys and could not even raise onto his feet." Emmet added that none of those animals was injured or lost, but the zoo administrator and he was worried. Emmet remembers saying, "the animals have tasted freedom, and we're not sure we may recapture them if this happens again."



It was an exciting day when this tiger escaped from a derailed train bound for the zoo and ended up in someone's back yard!

14. A Note on the Trumpet

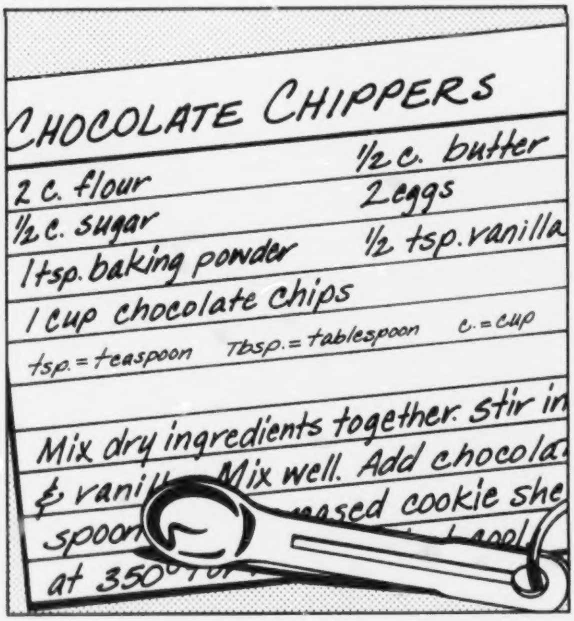
Hey I'm no slacker! I done some research when I started playing the trumpet. The early trumpet dates back to 2000 BC. That first trumpet was a lot different from my. It was probably made from a shell. It had no valves but players lended different qualities to they're tones by altering the shapes of their mouths. With todays trumpet, you can still play a lot of tones without pressing any of the valves. I myself have played a simple song this way. With four valves, though, I can play all of the notes in my range. I play an A using my first two valves, and I press just the third valve to play an F. With all the possible combinations, I'll betting I can play more well than those early trumpeters!



A trumpet has three valves, allowing the student to play all the notes within his range. Here, he presses the first and second valves to play the note A.

15. Let the Chips Fall

Harold is get ready to bake a batch of cookies for Lisa to take to the carnival. He finds a recipe for peanut chip cookies, and reads it thoughtfully. Harold decide to add more chocolate chips and less flour so that the cookies will taste even better. He measures the tablespoon of baking powder into the rest of the dry ingredients. He carefully breaks and adds the three eggs and mixes in the remaining ingredients. He spoons the batter onto a greased cookie sheet and lies the sheet in the oven to bake for the required 10 minutes. He takes the cookies out of the oven when the timer goes off the cookies are melted chocolate blobs. "Well, I can't send these to the carnival" says Harold, but they won't go to waste." He knows to who he will give the chocolate mass. "By tonight, Lisa will had tasted my new recipe for chocolate candy!"



CHOCOLATE CHIPPERS

2 c. flour
½ c. sugar
1 tsp. baking powder
1 cup chocolate chips
½ c. butter
2 eggs
½ tsp. vanilla

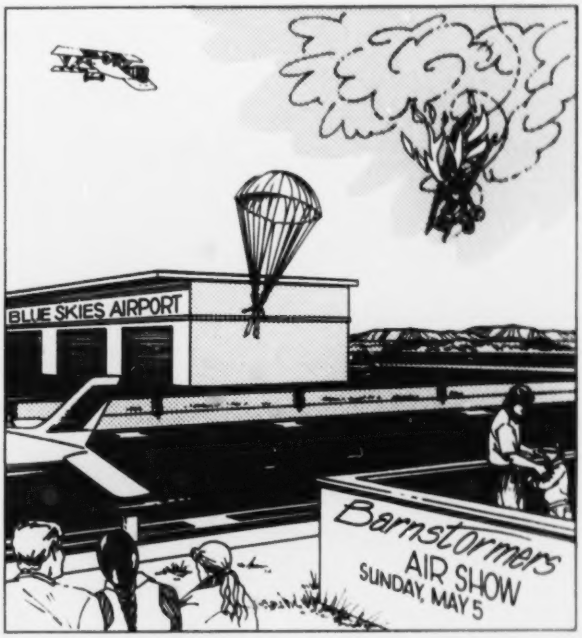
tsp. = teaspoon Tbsp. = tablespoon c. = cup

Mix dry ingredients together. Stir in
& vanil Mix well. Add chocola
spoon ased cookie she
at 350°

Harold uses the recipe above in his attempt to make chocolate chip cookies. He alters only the amounts of chocolate chips and flour.

16. Plane Scary

The show at Blue Skies Airport was heavy clouded with smoke Saturday after Jan Fay's trimotor bursted into flames. As Fay fell toward the ground a parachute appeared over her fully opened head. "The Federal Aviation Administration and the airport manager is reviewing the case," said investigator Lin. "The fact that we can't prevent air show disasters are very unfortunate. Jan Fay has flew for years, but piloting no longer interests her as much as constructing model airplanes. Next June, she will began her new hobby in earnest.



Jan Fay parachutes to safety as her flaming biplane hurtles to the earth during the Barnstormers Air Show on Sunday, May 5.

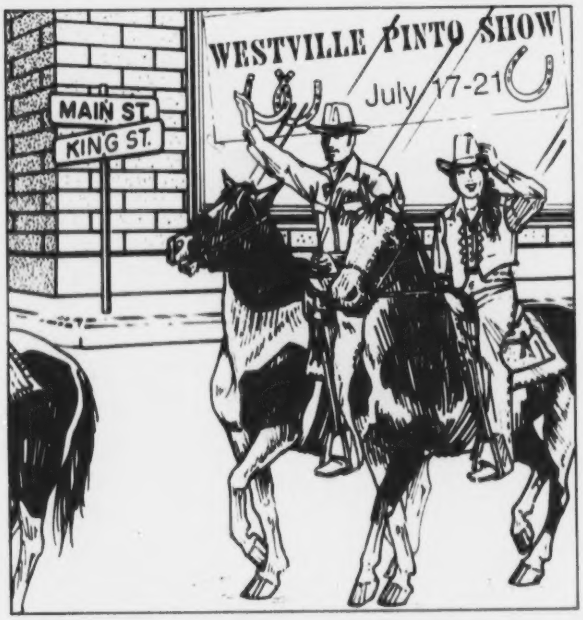
17. Pinto Show

101 Pine St.
Westville NV 89500
July 8, 1994

Dear Nina

Please join me in Westville for the annual palamino show! It will be better than ever because chairman Pavick has planned a lot of new activities. When you come, take your partner so that you and him may compete in a mixed event. The pinto parade will be at 1200 on sunday, and a hour of various womens' and men's competitions will follow. The show only runs for four days Nina, so come as soon as you can.

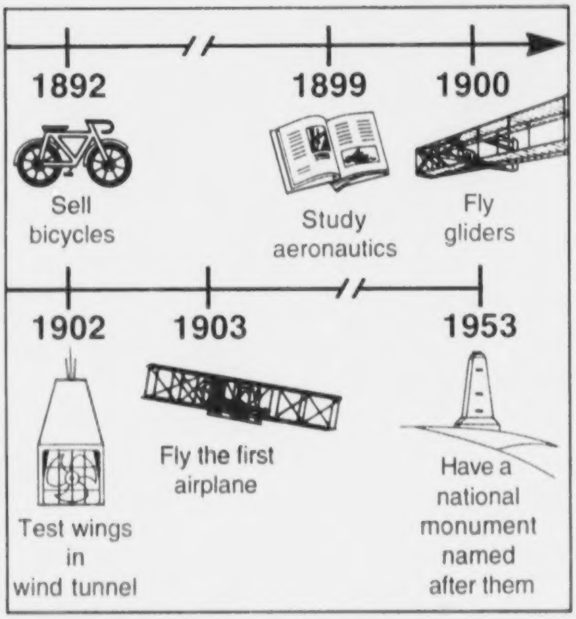
Your friend,
Sula



The pinto show in Westville always takes place from the seventeenth to the twenty-first of July. Here is last year's photo of the pinto parade.

18. The Wright Stuff

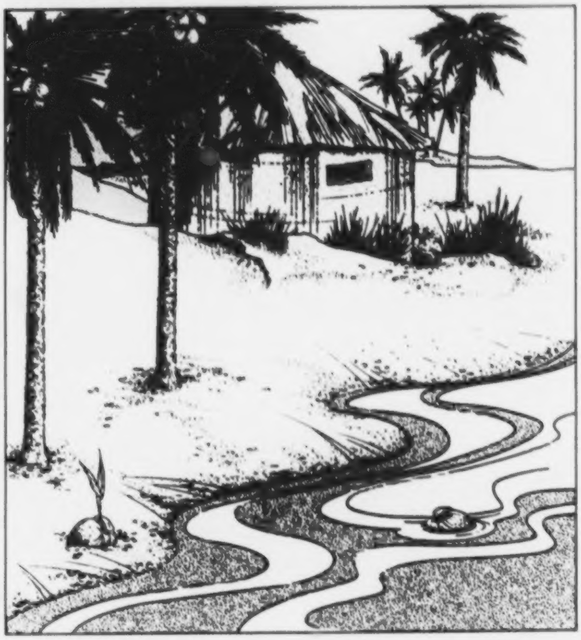
Many people know that on December 7, 1953 Orville and Wilbur Wright brung powered flight to humans. Other events in the Wright's lives may not be as well known. In the early years, the two designed and sold bicycles. They could of continued in the bicycle business, but they developed an interest in aeronautics. They experimented with gliders and built a wing tunnel to test various wing shapes. For less than $100, the too men eventually designed and builded the first power airplane. Wilbur was the first to fly it because he have won a coin toss for the honor. It's hard to believe that their hometown newspaper did not even cover this momentous event in 1903, whom would have guessed that the skies would soon be our?


1892
Sell bicycles
1899
Study aeronautics
1900
Fly gliders
1902
Test wings in wind tunnel
1903
Fly the first airplane
1953
Have a national monument named after them

On Dec. 7, 1903, the Wright brothers accomplished sustained flight in the first power airplane (built for less than $1,000!). Though their achievements were not immediately recognized, the men were eventually honored when the Wright Brothers National Memorial was named.

19. Wish You Were Here

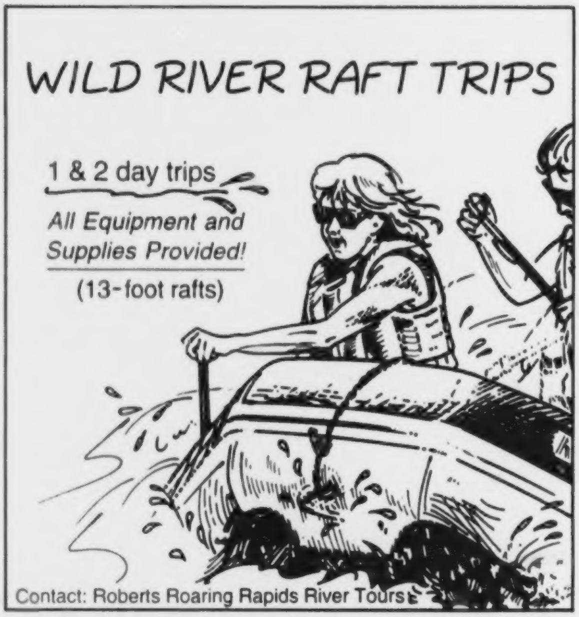
The Polynesian Islands have been a healthy change for Tia and me. We have a great view of the ocean and the palm trees from our tiled hut. Are favorite food here the coconut. The sweet fruit of a bush called the coconut palm. Yesterday, auntie called and said, "Take me back some fresh coconuts. Ours best ones are not even as best as your baddest ones. Get them to Riley and I this spring." I'm afraid my aunt and uncle will have to wait until after spring. Even by june, Tia and I will not have spend enough time here!



Coconut palm trees surround our thatched hut on the ocean shore.

20. Ride the Wild River

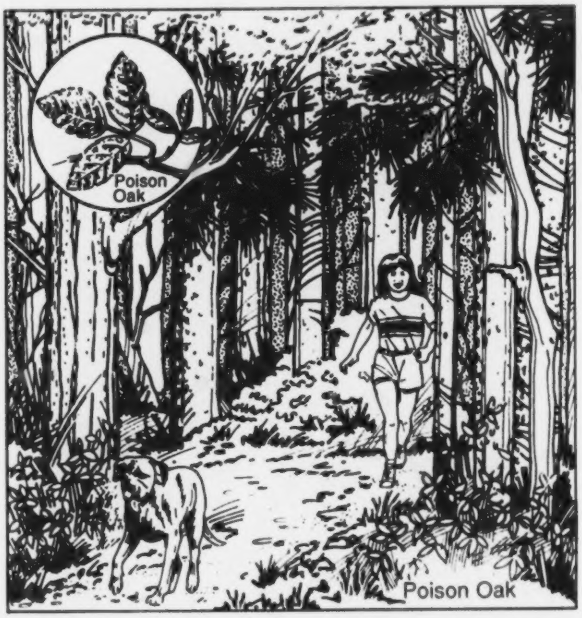
Rafting is a sport that appeals to the adventurous athlete. It's like a roller coaster ride without the seat belts. The beginning of our journey downriver was calm, and uneventful. We entered the rapids most abruptly than I had expected. The raft lifted by a wave and dropped into a pool of water swirling. The kayak spun around several times before the guide could point it back downriver. Are oars were useless in the rushing water. We spent the rest of ours time bailing out all 20 feet of our raft as wave after wave came pouring over us. We were so wet and chilly that we were shake as we finally pulled into shore for the night. What an exhilarating day wed had!


WILD RIVER RAFT TRIPS
1 & 2 day trips
All Equipment and Supplies Provided!
(13-foot rafts)
Contact: Roberts Roaring Rapids River Tours

Roberts Roaring Rapids River Tours offers several packages. Guides are available for each excursion, and no experience is required.

21. Rash Results

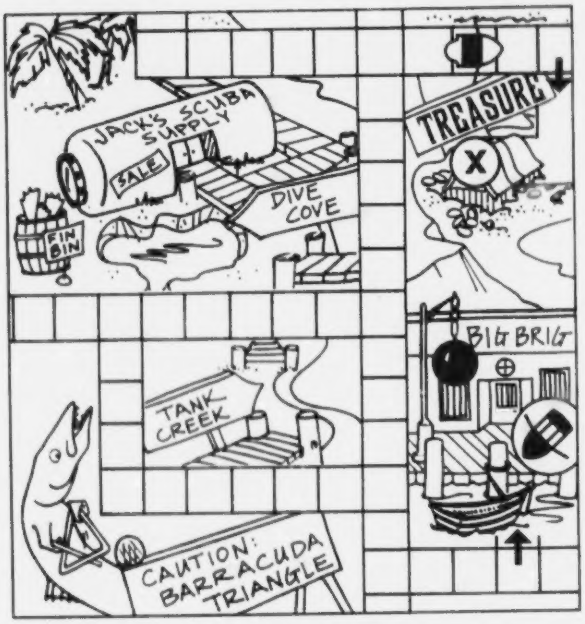
In the Western woods don't be rash when you hike. You must watch out for poison oak. Madeleine Vu found this out the hard way while walking in Maine. "Poison oak is close related to poison ivy and has leaves made up of two leaflets. The plant contains an oil that causes a skin reaction. I could get poison oak not only through direct contact with the plant, but also through contact with anything the plants have touched. I could get it from mine dog or even my clothing. How would you like to be covered with itchy red spots like mine," Madeleine asks. "You may be sorry if you don't watch whats around you. Your rash will remind yourself for a very long time to be careful."



Madeleine Vu hikes in the California hills, where, after getting a bad case of poison oak, she has learned to avoid the distinctive triple leaflets.

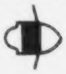
22. The Treasure Hunters

Carmen and Yoko had just read the story The Treasure Hunters. This morning, they wanted to play the board game with Anna and I. "We'll play, I said, if you give me and Anna a head start of five squares." "Well, okay," Carmen said. "Whose ready to start" By 9:00, Carmen and Yoko have gotten there scuba gear, passed the danger zones, and landed four moves from the treasure chest entrance. It would have taken more than luck for Anna and me to get out of Tank Creek and swipe the goods. We lost as expected. Of all our attempted games, Anna and I played. This one the worse.

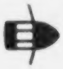

JACK'S SCUBA SUPPLY
SALE
FIN BIN
DIVE COVE
TREASURE
X
BIG BRIG
TANK CREEK
CAUTION: BARRACUDA TRIANGLE

GAME PIECES

Carmen and Yoko



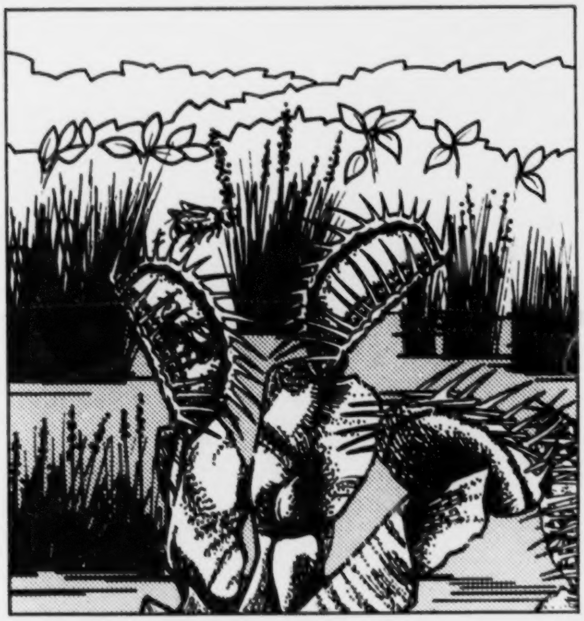
Anna and Cheryl



9:00 a.m: Even though Anna and Cheryl had a 5-square head start, things are looking bad for them as they wait hopelessly in the brig (jail).

23. Venus's-flytrap

Deep in the bogs of coastal north and south Dakota lurks an unusual plant the Venus's-flytrap. The bogs provide damp soil, but the soil lacks the oxygen that the plant needs to survive. The Venus's-flytrap has developed a unique way of getting this essential nutrient. Its hinged leafs have smooth edges, and sensitive hairs on the inside. When prey touches the hairs the leaf closes quickly. The struggling victim is trapped as the herbivorous plant secretes fluids to digest the insect and get the needed nitrogen.

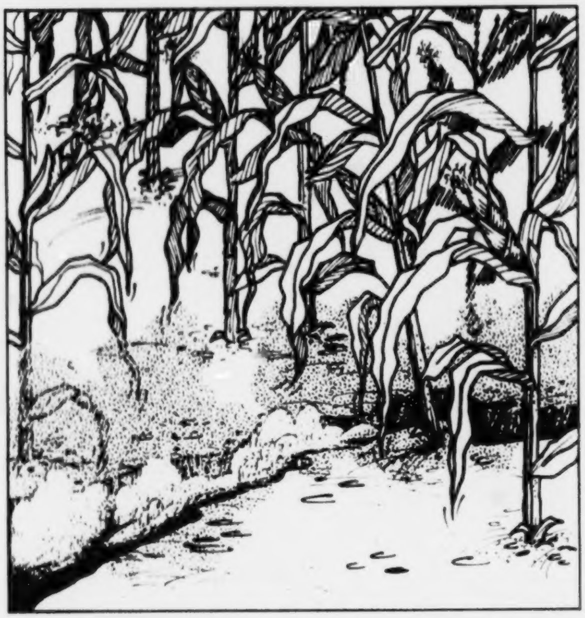


The carnivorous Venus's-flytrap

- Lives in coastal bogs in North and South Carolina
- Has rounded, hinged leaves with bristled edges
- Traps insects in its leaves
- Secretes digestive fluids from leaves
- Catches insects to get nitrogen, a nutrient the bogs lack

24. Birth of a Volcano

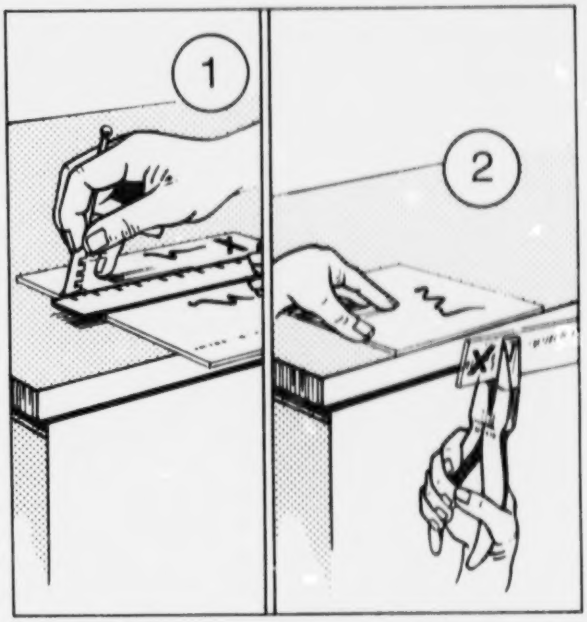
Imagine that you are walking through a corn field. The day is fine, but you our a bit nervous, because there have been a lot of earthquakes lately. Suddenly, a crack opens in the ground. And comes racing toward you. Steam rises from the crack and carries the smell of rotten eggs. You run away. Half an hour later you heard an explosion and see a black cloud rising high into the air. These events could of happened to you if you had been walking in the rice field 180 miles east of Mexico City, Mexico on January 20, 1943 when the volcano Parícutin was born.



The volcano Parícutin was born in a corn field 180 miles west of Mexico City on the 20th day of the second month of 1943. The eruption started with a crack opening and spewing forth steam and sulfur gas, which smells like rotten eggs.

25. Stained Glass

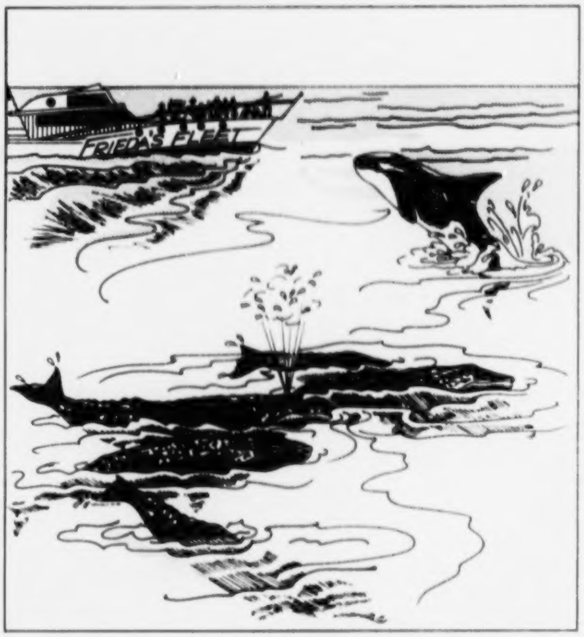
As visitors to a prominent window maker, we are honored to be given a tour by the owner. “At stained Panes, Inc.,” president Cutler explains, “The art of constructing stained glass windows have been carefully preserved. Though our final products are made with special glass imported from Europe, we learn students to cut plain glass first. Would you like to watch one of our apprentices”? We look on as he say to the student, “For now, let’s make a curved cut. You must apply pressure with the glass cutter as you roll it along a straight guide. Next, use the glass cutter to separate the two pieces of glass.” Then Mr. Cutler says, “Next time, we’ll try some curves. Of all the cutting jobs tight curves must be done the more careful. Stained glass is not an easy craft to perfect, but you will know it is worthwhile when you see the raising sun through a window of red and gold german glass.”



The student cuts a strip of glass. (1) She uses a glass cutter to make a straight score, or scratch. (2) She carefully separates the strip from the glass sheet by using a pair of glass pliers.

26. Whale Watching Tours

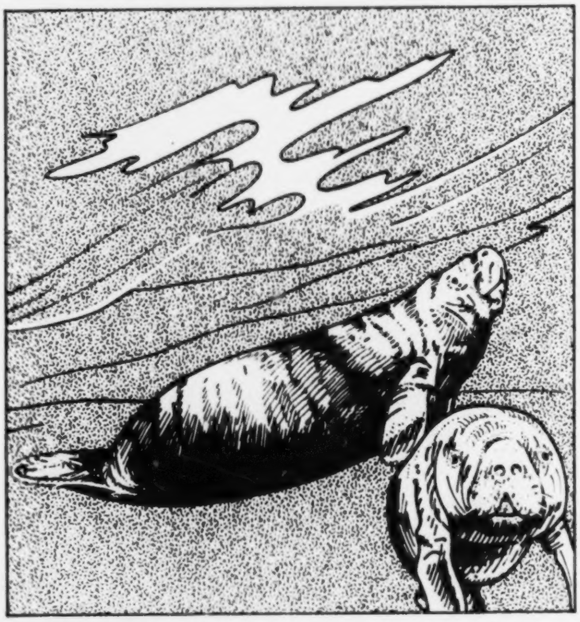
Three cruise lines offer expeditions to see whales, but you should choose your sightseeing tour carefully. "The pilots for Poseidon's Passages," says dad, "run their boats the fast of all. If the feel of the choppy waves make you sick, you couldn't hardly get a badder ride." Many of my relatives agree. Some likes the Atlantis Cruises. Between you and myself, I think Fred's Fleet, my favorite, offers a great tour. You'll get a wonderful view of the whales as these acrobatic animals slice the water like knifes. Tours use to end at 600 P.M. but now there are late boats for evening passengers running at 7:00.



Frieda's Fleet, my personal favorite, now leaves every hour between 9:00 A.M. and 7:00 P.M. Here, whale-watching passengers look on as marine mammals perform.

27. The Gentle Sea Cow

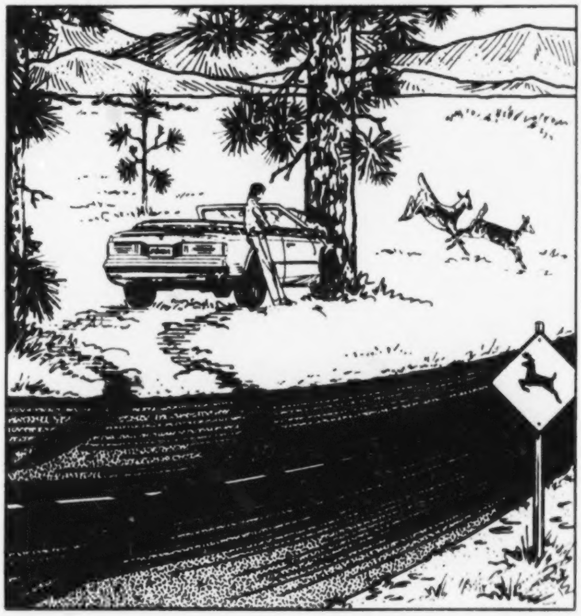
The manatee, or sea cow, be the only carnivorous mammal that lives entirely in the water. Manatees graze on underwater plants and can stay underwater for up to 45 minutes. The upper lip of the manatee are divided into two parts. It uses these two halves as pinchers to grab water plants. It can eat more than 1000 pounds of plants per day! The manatee likes cold coastal waters, and, in the U.S., inhabits the bays and rivers of Florida. The gentle manatee is an endangered species. The encyclopedia article Sea Cows", in fact reports that one manatee, the Stellar's sea cow, was hunts to extinction twenty seven years after it was discovered!



The gentle, herbivorous manatee lives in warm coastal waters. Manatees can grow to be 14 feet long and weigh up to 1500 pounds. They can stay underwater for up to half an hour and eat more than 100 pounds of plants per day! In some parts of Florida and South America, manatees are used to keep waterways free of weeds.

28. Close Call

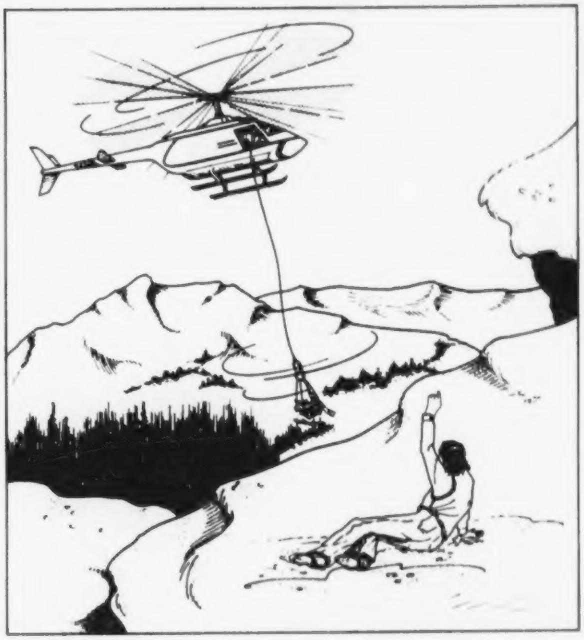
Michael Farraday turned his convertible into an oak tree on Forest Way while avoiding two deer. He said "that he had never saw animals appear so sudden. Michael had been listening to the tune Wild Nature when the two deer appeared out of nowhere. He describe the mother deer and then remark, "He and the fawn were the beautiful deers I've ever seen! I'll probably never encounter that two again, but I'll have a beauty of a dent to remind me of them."



A driver hit a pine tree after swerving to avoid a mother deer and her fawn crossing Forest Drive.

29. Rescue

One spring day Jorge and his friend Antonio went hiking on Mt. Mateo. Jorge decided to take a route that looked more shorter than the trail, the slope he was climbing suddenly gave way and Jorge was caught in a rock slide. He slid 50 feet, fell from a cliff that was 15 feet high, and came to rest on an inaccessible plateau. He had broke his leg and bruised his ribs. Jorge was unable to climb the rocky slope so he waited while Antonio went for help. Jorge was relieved when he looked to the east and saw the helicopter dropping him a lifeline. "It was quite an ordeal" Jorge said of the mens' experience. He added, "Him and me will stick closer to the trail next time".



After sliding down a rocky slope and falling 15 feet, Jorge landed a total of 75 feet from his starting point. Jorge waited for rescuers to fly in from the town in the tree-filled valley to the west.

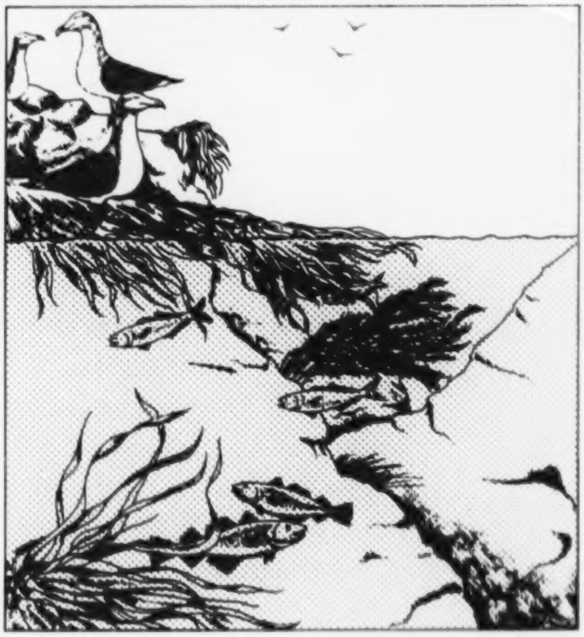
30. An Educational Trip

529 Evergreen Court
Boise, ID 83704
July 8, 1993

Dear Hiroshi.

My parents took my brother and myself to the seashore. Either my brother nor I had ever seen the ocean before. Wow. It was really great. There was seagulls all around the shore. We saw alot of plants and animals in the water, too. Did you know that there are many kinds of seaweeds. Seaweeds can be brown, red, or green. They are all algae, and they attach themself to sand and the part attached to the rocks is called a holdtight, and small animals live in it. Animals live on the leaves, too. One type of seaweed can grow a foot in a day, and some seaweeds grow to be very long. We saw a giant kelp that was green and almost 200 feet long!

Sincerely:
Basha

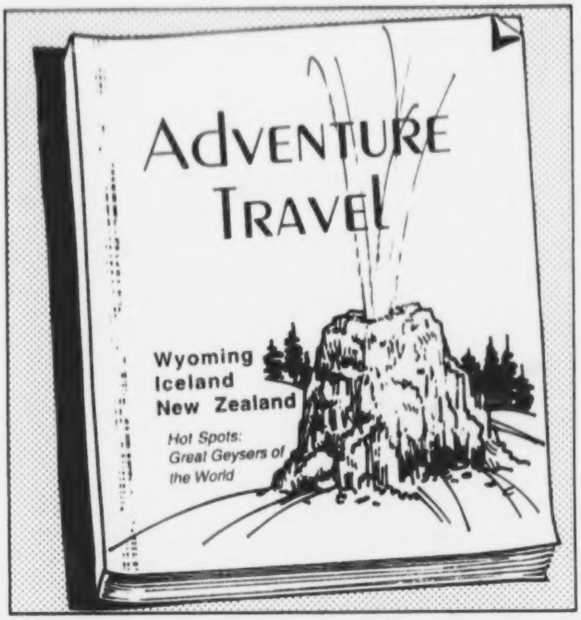


The rocky shore is home to many animals. It is also home to many kinds of seaweeds. Seaweeds can be brown, red, or green algae. Seaweeds attach themselves to rocks with a holdfast. Green algae do not grow as large as brown and red algae do. Giant kelp, a brown alga, can grow to be 200 feet long.

40

31. Armchair Adventure

"Did you know that a geyser is like a pot bubbling over on the stove"? Brandon asked his sister. "Boiling water expands into steam, and the water and steam explode out of the geyser's mouth. It says here that minerals in the water can form cones or even towers around the mouth of a geyser" "I already know all that," said Becky, "Because our Aunt has been to Yellowrock National Park, Wyoming with her husband." "She went with who?" interrupted Brandon. "She went with Uncle Earl," Becky said impatiently, and they also went to New Zealand and saw geysers right from their hotel room." "Wow"! said Brandon. "Maybe they'll take you and myself next time." He hoped to see the sights shown in the magazine she was reading. How about you? Would you like to see the places in "Adventure Travel?"



The magazine Brandon is reading, "Adventure Travel," shows pictures from three areas in the world in which you can see geysers: Yellowstone National Park in Wyoming, Rotorua on the north island of New Zealand, and a site near Reykjavik, Iceland.

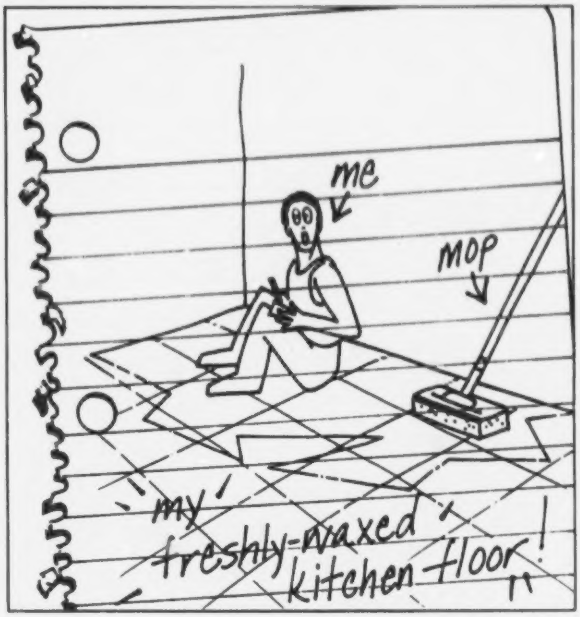
32. Mopping Up

35 Lawsome St
Jamesville, Iowa, 95832
August 13, 1985

Dear Tonia—

Sam my roommate has been take the car to work. I've had to either take very short trips entertain me at home. I having found, however that lonely days are excellent for doing the housework. You should try it Tonia. This afternoon also happens to be good for writing letters. As you can see from my enclosed sketch, I haven't got much else to do until the living room floor dries.

Your pal
Jamal



9:00 A.M.: It's a good thing Jamal had a pencil and note paper in his pocket when he started waxing the floor at 8:30!

33. Letter to Madagascar

Department of Zoology
University of Louisiana
Baton Rouge, LA 70803
April 29, 1994

Dr. Phillipe Tsirana
University of Madagascar
Antananarivo, Madagascar

Dear Dr. Tsirana,

Thank you for assisting me in obtaining a travel visa. I will arrive at 4:00 P.M. on June 6 and will stay for twenty six weeks. That should allow me enough time to finalize my data. My article will be titled The Impact of Reforestation on Territorial Behavior in Ring-tailed Lemmings". I plan to bring my daughter with me when I come. He is 14 and very excited about seeing Madagascar. I hope your colleague, Yvette, will be in town when we arrive. We look forward to seeing you and she. Oh I almost forgot. Whom will be meeting us at the airport and were should we meet?

Sincerely
Dr. Neva Ledesma

MOZAMBIQUE
Indian Ocean
MADAGASCAR
Antananarivo
Indian Ocean
VEGETATION:
Open woodland
Tall Grass
Tropical rain forest
Thorn forest
N
0 100 200 300
Miles

Each troop of 10 to 20 ring-tailed lemurs occupies its own territory and has little contact with other troops. Unlike other lemurs, ring-tailed lemurs do not live in trees. Dr. Ledesma is studying ring-tailed lemurs to see what effect, if any, deforestation is having on their territorial behavior.

ANSWERS

This answer key provides the following information for each activity: the number and types of errors, a paragraph using superscribed numbers to show the locations of the errors, a corresponding number key explaining the errors, and the corrected paragraph.

Note that in the error count below, a run-on sentence or a sentence fragment is counted as one error even though the correction may require two changes, e.g., adding or deleting a period and a capital letter.

The errors in English mechanics in *Editor in Chief B-1* have been geared to correspond to an intermediate-level English curriculum. For further information about the rules of grammar, usage, and punctuation covered in this book, see the Grammar Guide pp. 57–78.

1. The Planetarium

9 errors—2 content; 1 capitalization; 3 grammar/usage; 1 punctuation; 2 spelling

The Planetarium Errors

You can expect light years of travel during you're[1] visit to a planetarium. Special lights that are shone on the flat[2] sealing[3] of the planetarium simulates[4] the movements of the stars. Music and narration help set the mood. You can enjoy an[5] view of the present night sky, or you can see how the stars[6] appear in the future. On my first planetarium trip, I saw the Summer[7] sky and many other scenes. My favorite was this view. [8]From the Earth's[9] surface.

1. *your* visit—Spelling
2. *curved*—Content: See illustration and caption
3. *ceiling*—Spelling
4. *simulate*—Grammar/usage: agreement of verb with subject (lights/simulate)
5. *a* view—Grammar/usage: article *a* before consonant sound
6. *will* appear—Grammar/usage: future tense
7. *summer*—Capital: unnecessary
8. *view from*—Punctuation: sentence fragment
9. *moon's*—Content: see illustration and caption (Earth appears in the background, so we cannot be viewing *from* the Earth; also, the caption says the moon's craters surround the audience.)
   (Acceptable: view *of* the Earth's surface OR view *of* the Earth)

The Planetarium Corrected

You can expect light years of travel during your visit to a planetarium. Special lights that are shone on the curved ceiling of the planetarium simulate the movements of the stars. Music and narration help set the mood. You can enjoy a view of the present night sky, or you can see how the stars will appear in the future. On my first planetarium trip, I saw the summer sky and many other scenes. My favorite was this view from the moon's surface.

2. On a Grand Scale

10 errors—2 content; 1 capitalization; 4 grammar/usage; 1 punctuation; 2 spelling

On a Grand Scale Errors

The ancient egyptian[1] architects built on a grand scale. Their greatest achievement was the pyramids. These pyramids were constructed as tombs for the pharaohs,[2] the base of the Great Pyramid near Cairo lays[3] on a piece of land equal in size to ten football fields. Huge limestone blocks weighing as much as 500[4] pounds where[5] placed layer upon layer to rise[6] pyramids that were around 600[7] feet tall. Egyptian architects also built their structures to last. The three pyramids at Giza are the larger[8] and best preserved of all the Egyptian pyramids. There[9] over 4,000 years old. The pyramids are considered one of the Seven Wonders of the Ancient World and are the only ones[10] still standing.

1. *Egyptian* architects—Capital: proper adjective
2. *pharaohs. The*—Punctuation: run-on sentence
3. *lies* on—Grammar/usage: word pair (lie/lay)
4. *5,000*—Content: see caption
5. *were*—Spelling
6. *raise* pyramids—Grammar/usage: word pair (rise/raise)
7. *500* feet tall—Content: see illustration
8. *largest*—Grammar/usage: superlative adjective
9. *They're*—Spelling (Acceptable: *They are*)
10. *one*—Grammar/usage: agreement of pronoun with noun (one of the Seven Wonders/one)

On a Grand Scale Corrected

The ancient Egyptian architects built on a grand scale. Their greatest achievement was the pyramids. These pyramids were constructed as tombs for the pharaohs. The base of the Great Pyramid near Cairo lies on a piece of land equal in size to ten football fields. Huge limestone blocks weighing as much as 5,000 pounds were placed layer upon layer to raise pyramids that were around 500 feet tall. Egyptian architects also built their structures to last. The three pyramids at Giza are the largest and best preserved of all the Egyptian pyramids. They're over 4,000 years old. The pyramids are considered one of the Seven Wonders of the Ancient World and are the only one still standing.

3. Uses of Peanut Oil

10 errors—2 content; 6 grammar/usage; 1 punctuation; 1 spelling

Uses of Peanut Oil Errors

Watch out if you having[1] just eaten a peanut butter sandwich! That snack of your[2] may be more powerful than you thinks[3]. The oil of peanuts is used for making nitroglycerin, a nonexplosive[4] ingredient of dynamite. The oil is rarely[5] used in household items. Grooming products and paint sometimes contains[6] peanut oil. It is used in salad dressing, to[7]. Compared to olive oil, peanut oil is considered by some people to be the most[8] tasty. Indeed[9] peanut oil has many use[10].

1. *have* just eaten—Grammar/usage: helping verb (used in present perfect tense)
2. of *yours*—Grammar/usage: possessive pronoun used without noun
3. you *think*—Grammar/usage: agreement of verb with subject in adverb clause
4. *an explosive*—Content: see caption
5. oil is *commonly* used—Content: see illustration and caption (Acceptable: *often* OR *sometimes* OR *also* OR oil is ~~rarely~~ used)
6. *contain*—Grammar/usage: agreement of verb with compound subject (products and paint/contain)
7. *too*—Spelling
8. *more* tasty—Grammar/usage: comparative adjective
9. *Indeed,*—Punctuation: comma used after introductory word
10. many *uses*—Grammar/usage: agreement of noun with adjective in number

Uses of Peanut Oil Corrected

Watch out if you have just eaten a peanut butter sandwich! That snack of yours may be more powerful than you think. The oil of peanuts is used for making nitroglycerin, an explosive ingredient of dynamite. The oil is commonly used in household items. Grooming products and paint sometimes contain peanut oil. It is used in salad dressing, too. Compared to olive oil, peanut oil is considered by some people to be the more tasty. Indeed, peanut oil has many uses.

4. Predators Beware

9 errors—1 content; 2 capitalization; 2 grammar/usage; 3 punctuation; 1 spelling

Predators Beware Errors

In south american[1] countries, llamas are often used as pack animals. In the US[2], people are finding other uses for llamas. Some sheep ranchers use llamas to guard their flocks. Llamas graze in the fields with the sheeps[3] and think of them as their herd. If the sheep are attacked, a llama will rush at the attacker and strike with their[4] large hooves[5]. It will also spit saliva into the attacker's face. "Llamas are effective as the sheeps'[6] protectors," says rancher Giselle Robinson, "Because[7] they reduce the number of sheep lost to predators. Overall, Id[8] say that we and llamas[9] get along extremely well."

1. *South American*—Capital: proper adjective
2. *U.S.*,—Punctuation: period after abbreviation
3. *sheep*—Spelling (plural form)
4. *its*—Grammar/usage: agreement of possessive pronoun with noun in number (a llama/its) (Acceptable: *his* large OR *her* large)
5. *feet*—Content: see caption
6. *sheep's* protectors—Punctuation: *'s* used with plural possessive not ending in *s*
7. *"because*—Capital: unnecessary (divided quotation)
8. *I'd* say—Punctuation: apostrophe used with contraction
9. *llamas and we*—Grammar/usage: first person last

Predators Beware Corrected

In South American countries, llamas are often used as pack animals. In the U.S., people are finding other uses for llamas. Some sheep ranchers use llamas to guard their flocks. Llamas graze in the fields with the sheep and think of them as their herd. If the sheep are attacked, a llama will rush at the attacker and strike with its large feet. It will also spit saliva into the attacker's face. "Llamas are effective as the sheep's protectors," says rancher Giselle Robinson, "because they reduce the number of sheep lost to predators. Overall, I'd say that llamas and we get along extremely well."

5. Mammal Discovery

9 errors—3 content; 1 capitalization; 3 grammar/usage; 2 punctuation

Mammal Discovery Errors

In the early 1990s, scientists discovered two new species of mammals. Both was[1] found in the isolated and mountainous Vu Quang Nature Reserve in Laos[2]. The Vu Quang ox[3] an ox which has long horns, is a distant relative of sheep and cattle. It was the first newly[4] large mammal found in over 100[5] years. The giant muntjac, a deer with huge canine teeth, was discover[6] soon after the Vu Quang deer[7]. The first live specimen caught. [8]Was a Vu Quang ox calf. It was sent to a Botanical[9] garden in Hanoi for study.

1. both *were*—Grammar/usage: agreement of verb with indefinite pronoun
2. *Vietnam*—Content: see illustration and caption
3. *ox,*—Punctuation: comma used with appositive
4. *new* large mammal—Grammar/usage: adjective modifies noun (new/mammal)
5. *50*—Content: see caption

6. was *discovered*—Grammar/usage: past participle (used in past tense passive voice)
7. *ox*—Content: see caption
8. *caught was*—Punctuation: sentence fragments
9. *botanical*—Capital: unnecessary

Mammal Discovery Corrected

In the early 1990s, scientists discovered two new species of mammals. Both were found in the isolated and mountainous Vu Quang Nature Reserve in Vietnam. The Vu Quang ox, an ox which has long horns, is a distant relative of sheep and cattle. It was the first new large mammal found in over 50 years. The giant muntjac, a deer with huge canine teeth, was discovered soon after the Vu Quang ox. The first live specimen caught was a Vu Quang ox calf. It was sent to a botanical garden in Hanoi for study.

6. Camera Shy

9 errors—3 content; 1 capitalization; 3 grammar/usage; 1 punctuation; 1 spelling

Camera Shy Errors

A tiger[1] shark objected to having their[2] photograph taken and sent two scuba divers swimming for cover. The divers, scientists with the National Oceanographic Society, were taking pictures for an upcoming article featuring the hammerhead's unique[3] shaped head. After slowly circling the divers, the shark suddenly tried to butt them with it's[4] head. Bob Noble, the diver armed with a rifle[5], made it into the diving cage first. Brian Block, the second diver, dropped both his camera and his tank[6] as he swam to safety. Hammerhead sharks have been known to attack people, and the scientists were letting[7] nothing to chance. "next[8] time, we'll get his permission first[9]" said the shaken Mr. Block.

1. *hammerhead*—Content: see picture and caption
2. *its* photograph—Grammar/usage: agreement of pronoun with noun in number (shark/its) (Acceptable: *his* photograph OR *her* photograph)
3. *uniquely*—Grammar/usage: adverb modifies adjective
4. *its*—Spelling (possessive pronoun has no apostrophe)
5. *shark dart*—Content: see caption
6. *flipper*—Content: see illustration (Acceptable: *fin*)
7. *leaving* nothing—Grammar/usage: word pair (let/leave)
8. *"Next*—Capital: first word in quote
9. *first,"*—Punctuation: comma separates quote from speaker (Acceptable: *first!"*)

Camera Shy Corrected

A hammerhead shark objected to having its photograph taken and sent two scuba divers swimming for cover. The divers, scientists with the National Oceanographic Society, were taking pictures for an upcoming article featuring the hammerhead's uniquely shaped head. After slowly circling the divers, the shark suddenly tried to butt them with its head. Bob Noble, the diver armed with a shark dart, made it into the diving cage first. Brian Block, the second diver, dropped both his camera and his flipper as he swam to safety. Hammerhead sharks have been known to attack people, and the scientists were leaving nothing to chance. "Next time, we'll get his permission first," said the shaken Mr. Block.

7. Making Maple Syrup

9 errors—2 content; 4 grammar/usage; 3 punctuation

Making Maple Syrup Errors

Large sugar bush operators now have pipeline systems, but small farmers still gathers[1] sap from sugar pine[2] trees by hand[3] they empty the sap into a big tub and drive it by tractor and wagon to the sugar shanty where the liquid is boiled. It takes about twenty-five[4] gallons of sap to make one gallon of syrup. This year, Claire and Dave Bevy are looking for help. "Watch and learn from we[5] experts",[6] they say, "and you will do well. Then, if you ask permission to taste the sweet and sticky samples, our answer will be that you can[7]. After a day of making maple syrup, you will be very tired, but you will have have[8] a lot of fun"![9]

1. farmers still *gather*—Grammar/usage: agreement of verb with subject (farmers/gather)
2. from sugar *maple* trees—Content: see caption
   (Acceptable: from *maple* trees)
3. *hand. They*—Punctuation: run-on sentence
4. *forty*—Content: see diagram in illustration (using the key, multiply 4 buckets by 10 gallons per bucket to get 40 gallons of sap)
   (Acceptable: *twenty-five gallons of sap to make .625 gallon* OR *twenty-five gallons of sap to make 2/3 gallon*)
5. *us* experts—Grammar/usage: pronoun used as object
6. *experts,"*—Punctuation: comma falls inside quotation marks
7. *may*—Grammar/usage: word pair (may/can)
8. will have *had*—Grammar/usage: past participle (used in future perfect tense)
9. *fun!"*—Punctuation: quoted exclamation

Making Maple Syrup Corrected

Large sugar bush operators now have pipeline systems, but small farmers still gather sap from sugar maple trees by hand. They empty the sap into a big tub and drive it by tractor and wagon to the sugar shanty where the liquid is boiled. It takes about forty gallons of sap to make one gallon of syrup. This year, Claire and Dave Bevy are looking for help. "Watch and learn from us experts," they say, "and you will do well. Then, if you ask permission to taste the sweet and sticky samples, our answer will be that you may. After a day of making maple syrup, you will be very tired, but you will have had a lot of fun!"

8. Time for Fun

10 errors—3 content; 1 capitalization; 4 grammar/usage; 2 punctuation

Time for Fun Errors

We plan to see the shows while we is[1] at Fun Park, Idaho. We notice on the schedule that the wild animal show will be given at 11;00[2] A.M. and 2:00 P.M. The bird show is in the large[3] arena next to the animal show and was[4] be presented at 10:00 A[5]M. and 1:00 P.M. We really wants[6] to see Wyatt's wild[7] West Stunt Show on the other side of the park. We can see the animal show at 11:00 if we go to the stunt[8] show at 10:00. Then we can take a break for lunch and go to the stunt show at 11:00 A.M.[9] On the other hand, we can see the stunt show first, the bird show next, and the animal show last. Anyway, we will having[10] seen them all by the day's end.

1. *are*—Grammar/usage: agreement of verb with subject in adverb clause (we/are)
2. *11:00* A.M.—Punctuation: colon used with hours and minutes
3. *small*—Content: see illustration
4. *will* be—Grammar/usage: helping verb (used in future tense)
5. *A.M.*—Punctuation: period after abbreviation
6. *want*—Grammar/usage: agreement of verb with subject (we/want)
7. *Wild* West—Capital: proper noun
8. *bird* show—Content: see illustration
9. *1:00 P.M.*—Content: see illustration

10. will *have* seen—Grammar/usage: helping verb (used in future perfect tense)

Time for Fun Corrected

We plan to see the shows while we are at Fun Park, Idaho. We notice on the schedule that the wild animal show will be given at 11:00 A.M. and 2:00 P.M. The bird show is in the small arena next to the animal show and will be presented at 10:00 A.M. and 1:00 P.M. We really want to see Wyatt's Wild West Stunt Show on the other side of the park. We can see the animal show at 11:00 if we go to the bird show at 10:00. Then we can take a break for lunch and go to the stunt show at 1:00 P.M. On the other hand, we can see the stunt show first, the bird show next, and the animal show last. Anyway, we will have seen them all by the day's end.

9. A Pirate's Life for Me?

11 errors—2 content; 4 grammar/usage; 4 punctuation; 1 spelling

A Pirate's Life for Me? Errors

"Yo ho, yo ho,"[1] it's a pirate's life for me." Pirate's[2] lives were not as glamorous as books have portray[3] them. Pirates made their living attacking merchant ships and inland[4] towns [5]the battles were brutal, and a pirate rarely lived long. Pirates were considered outlaws by all nations. They sailed under their own flag, the skull and crossbow[6], and lived by their own lose[7] system of rules. These rules specified the share of the treasure each pirate received and the amount of compensation for lost limbs and other injuries. However[8] very few of the pirates actually shared in the lavishly[9] treasure chests of jewels and gold. Most was[10] very poor, and many fared worst[11] than beggars.

1. "Yo ho, yo *ho*, it's—Punctuation: unnecessary quotation marks (middle of quote)
2. *Pirates'* lives—Punctuation: apostrophe used with plural possessive ending in *s*
3. have *portrayed*—Grammar/usage: past participle (used in present perfect tense) (Acceptable: *as books portray them*)
4. *coastal*—Content: see caption (Acceptable: ~~inland~~ towns *along the coast.*)
5. *towns. The*—Punctuation: run-on sentence
6. *crossbones*—Content: see caption (Acceptable: *flag, the Jolly Roger,*)
7. *loose*—Spelling
8. *However,*—Punctuation: comma used after introductory word
9. *lavish* treasure chests—Grammar/usage: adjective modifies noun
10. Most *were*—Grammar/usage: agreement of verb with indefinite pronoun
11. fared *worse* than—Grammar/usage: comparative adverb

A Pirate's Life for Me? Corrected

"Yo ho, yo ho, it's a pirate's life for me." Pirates' lives were not as glamorous as books have portrayed them. Pirates made their living attacking merchant ships and coastal towns. The battles were brutal, and a pirate rarely lived long. Pirates were considered outlaws by all nations. They sailed under their own flag, the skull and crossbones, and lived by their own loose system of rules. These rules specified the share of the treasure each pirate received and the amount of compensation for lost limbs and other injuries. However, very few of the pirates actually shared in the lavish treasure chests of jewels and gold. Most were very poor, and many fared worse than beggars.

10. Flying Mammals

11 errors—3 content; 1 capitalization; 3 grammar/usage; 4 punctuation

Flying Mammals Errors

Bats are the only animals[1] that can truly fly. Flying squirrels,[2] and flying lemurs actually glide. Bats[3] wings are formed by a membrane that stretches between the bones of their feet[4]. The structure of birds' wings are[5] different. A birds'[6] wings are formed from the arm bones. Bats are nocturnal[7] yet most have poor eyesight. This[8] bats with poor eyesight use echolocation to guide their flights. they[9] make supersonic sounds in their throats. They use the echoes from these sounds to guide itself[10] and find food. Most echolocating birds[11] actually catch small insects while flying in the air!

1. *mammals*—Content: see caption ("only flying mammals")
2. *squirrels* and—Punctuation: unnecessary comma
3. *Bats'* wings—Punctuation: apostrophe used with plural possessive
4. *hands*—Content: see caption ("bones of their hands")
5. wings *is*—Grammar/usage: agreement of verb with subject (structure/is)
6. *bird's* wings—Punctuation: *'s* used with singular possessive
7. *nocturnal,* yet—Punctuation: comma used before coordinating conjunction joining independent clauses
8. *These* bats—Grammar/usage: agreement of demonstrative adjective with noun
9. *They*—Capital: first word in sentence
10. *themselves*—Grammar/usage: agreement of reflexive pronoun with antecedent (They/themselves)
11. echolocating *bats*—Content: see caption ("unlike birds, bats use echolocation")

Flying Mammals Corrected

Bats are the only mammals that can truly fly. Flying squirrels and flying lemurs actually glide. Bats' wings are formed by a membrane that stretches between the bones of their hands. The structure of birds' wings is different. A bird's wings are formed from the arm bones. Bats are nocturnal, yet most have poor eyesight. These bats with poor eyesight use echolocation to guide their flights. They make supersonic sounds in their throats. They use the echoes from these sounds to guide themselves and find food. Most echolocating bats actually catch small insects while flying in the air!

11. Fossil History

10 errors—3 content; 1 capitalization; 5 grammar/usage; 1 punctuation

Fossil History Errors

Whom[1] came first on earth? Was it the insects or the birds? A geologic time line can tell us. Geologists divide the earth's history into various units of time, and the greater[2] unit of time is call[3] an era. Our earliest fossil records of animal life on earth date back to the Cenozoic[4] era. Insects appeared in the Paleozoic era and have remained unchanged for over 200 million years. The first birds, however, were toothless[5] and appeared in the Mesozoic era during the Age of Fishes[6]. An age be[7] a time period used by biologists to indicate when one animal species are[8] dominant. Modern toothless birds did not develop.[9] Until the Cenozoic era. The earliest mammals appeared in the Mesozoic Era[10], but the Age of Mammals did not begin until 130 million years later in the Cenozoic era.

1. *Who*—Grammar/usage: pronoun *who* used as subject
2. *greatest*—Grammar/usage: superlative adjective
3. is *called*—Grammar/usage: past participle (used in present tense passive voice)
4. *Paleozoic*—Content: see time line
5. *toothed*—Content: see time line
6. *Reptiles*—Content: see time line

7. age *is* a time—Grammar/usage: linking verb
8. *is* dominant—Grammar/usage: agreement of verb with subject in subordinate clause (the subject, *species,* is singular)
   (Acceptable: *was* dominant)
9. *develop until*—Punctuation: sentence fragment
10. *era*—Capital: unnecessary

Fossil History Corrected

Who came first on earth? Was it the insects or the birds? A geologic time line can tell us. Geologists divide the earth's history into various units of time, and the greatest unit of time is called an era. Our earliest fossil records of animal life on earth date back to the Paleozoic era. Insects appeared in the Paleozoic era and have remained unchanged for over 200 million years. The first birds, however, were toothed and appeared in the Mesozoic era during the Age of Reptiles. An age is a time period used by biologists to indicate when one animal species is dominant. Modern toothless birds did not develop until the Cenozoic era. The earliest mammals appeared in the Mesozoic era, but the Age of Mammals did not begin until 130 million years later in the Cenozoic era.

12. Print Patterns

10 errors—2 content; 4 grammar/usage; 3 punctuation; 1 spelling

Print Patterns Errors

Have you ever hear[1] that no two fingerprints are alike? Each fingerprint is made up of a pattern of ridges.[2] That vary in number, size, and location. They're[3] three basic patterns of fingerprints: loops, whirls[4], and arches. The more[5] commonly occurring of the three pattern[6] is the loop. A loop must have one ridge that enters from one side, curves around[7] and exits from the opposite[8] side. Whorls involve ridges that curve in a circular pattern. The arch[9] the least common pattern[9] is formed by ridges that enter from one side, rose[10] in the middle, and then exit.

1. Have you ever *heard*—Grammar/usage: past participle (used in present perfect tense)
2. *ridges that* vary—Punctuation: sentence fragment
3. *There are* three—Spelling (there/they're)
4. *whorls*—Content: see caption
5. *most* commonly—Grammar/usage: superlative adverb
6. three *patterns*—Grammar/usage: agreement of noun with adjective
7. *around,* and—Punctuation: comma used after words in a series
8. *same* side—Content: see caption
9. *arch,* the least common *pattern,*—Punctuation: commas used with appositive
10. *rise*—Grammar/usage: present tense (structure parallel to other phrases in the series)

Print Patterns Corrected

Have you ever heard that no two fingerprints are alike? Each fingerprint is made up of a pattern of ridges that vary in number, size, and location. There are three basic patterns of fingerprints: loops, whorls, and arches. The most commonly occurring of the three patterns is the loop. A loop must have one ridge that enters from one side, curves around, and exits from the same side. Whorls involve ridges that curve in a circular pattern. The arch, the least common pattern, is formed by ridges that enter from one side, rise in the middle, and then exit.

13. On the Loose

11 errors—2 content; 1 capitalization; 7 grammar/usage; 1 spelling

On the Loose Errors

Emmet Levison, zookeeper, recalls the

days of transporting animals by train. “One time, a truck[1] carrying a shipment of ours derailed and leaved[2] thirty animals go free. Most of the beasts were rounded up, but an elusive lion[3] had flee[4] to a nearby back yard. After he was tranquilized, the big cat slump[5] into a patch of berrys[6] and could not even raise[7] onto his feet.” Emmet added that none of those animals was[8] injured or lost, but the zoo administrator and he was[9] worried. Emmet remembers saying, “the[10] animals have tasted freedom, and we’re not sure we may[11] recapture them if this happens again.”

1. *train*—Content: see caption
2. and *let*—Grammar/usage: word pair (let/leave)
3. *tiger*—Content: see illustration and caption
4. had *fled*—Grammar/usage: past participle (used in past perfect tense)
5. cat *slumped*—Grammar/usage: past tense
6. *berries*—Spelling
7. *rise*—Grammar/usage: word pair (rise/raise)
8. *were*—Grammar/usage: agreement of verb with indefinite pronoun (none of those animals/were)
9. *were*—Grammar/usage: agreement of verb with compound subject (administrator and he/were)
10. “*The* animals—Capital: first word in direct quote
11. *can*—Grammar/usage: word pair (can/may)

On the Loose Corrected

Emmet Levison, zookeeper, recalls the days of transporting animals by train. “One time, a train carrying a shipment of ours derailed and let thirty animals go free. Most of the beasts were rounded up, but an elusive tiger had fled to a nearby back yard. After he was tranquilized, the big cat slumped into a patch of berries and could not even rise onto his feet.” Emmet added that none of those animals were injured or lost, but the zoo administrator and he were worried. Emmet remembers saying, “The animals have tasted freedom, and we’re not sure we can recapture them if this happens again.”

14. A Note on the Trumpet

12 errors—2 content; 5 grammar/usage; 4 punctuation; 1 spelling

A Note on the Trumpet Errors

Hey[1] I’m no slacker! I done[2] some research when I started playing the trumpet. The early trumpet dates back to 2000 B[3]C. That first trumpet was a lot different from my[4]. It was probably made from a shell. It had no valves[5] but players lended[6] different qualities to they’re[7] tones by altering the shapes of their mouths. With todays[8] trumpet, you can still play a lot of tones without pressing any of the valves. I myself have played a simple song this way. With four[9] valves, though, I can play all of the notes in my range. I play an A using my first two valves, and I press just the third[10] valve to play an F. With all the possible combinations, I’ll betting[11] I can play more well[12] than those early trumpeters!

1. *Hey,*—Punctuation: comma used after interjection
2. I *did*—Grammar/usage: past tense (irregular)
3. 2000 *B.C.*—Punctuation: period used after abbreviation
4. *mine*—Grammar/usage: possessive pronoun used without noun (Acceptable: my *trumpet.*)
5. *valves,* but—Punctuation: comma used before coordinating conjunction joining independent clauses
6. *lent*—Grammar/usage: past tense (irregular)
7. *their*—Spelling
8. *today’s* trumpet—Punctuation: ’s used with singular possessive

9. *three* valves—Content: see illustration and caption
10. *first* valve—Content: see illustration and caption
11. I'll *bet*—Grammar/usage: infinitive (used in future tense)
12. play *better* than—Grammar/usage: comparative adverb

A Note on the Trumpet Corrected

Hey, I'm no slacker! I did some research when I started playing the trumpet. The early trumpet dates back to 2000 B.C. That first trumpet was a lot different from mine. It was probably made from a shell. It had no valves, but players lent different qualities to their tones by altering the shapes of their mouths. With today's trumpet, you can still play a lot of tones without pressing any of the valves. I myself have played a simple song this way. With three valves, though, I can play all of the notes in my range. I play an A using my first two valves, and I press just the first valve to play an F. With all the possible combinations, I'll bet I can play better than those early trumpeters!

15. Let the Chips Fall

12 errors—3 content; 5 grammar/usage; 4 punctuation

Let the Chips Fall Errors

Harold is get[1] ready to bake a batch of cookies for Lisa to take to the carnival. He finds a recipe for peanut[2] chip cookies,[3] and reads it thoughtfully. Harold decide[4] to add more chocolate chips and less flour so that the cookies will taste even better. He measures the tablespoon[5] of baking powder into the rest of the dry ingredients. He carefully breaks and adds the three[6] eggs and mixes in the remaining ingredients. He spoons the batter onto a greased cookie sheet and lies[7] the sheet in the oven to bake for the required 10 minutes. He takes the cookies out of the oven when the timer goes off[8] the cookies are melted chocolate blobs. "Well, I can't send these to the carnival[9]" says Harold, [10]but they won't go to waste." He knows to who[11] he will give the chocolate mass. "By tonight, Lisa will had[12] tasted my new recipe for chocolate candy!"

1. is *getting*—Grammar/usage: present participle (used in present progressive tense)
2. *chocolate*—Content: see recipe in illustration
3. *cookies* and—Punctuation: unnecessary comma
4. Harold *decides*—Grammar/usage: agreement of verb with subject
5. *teaspoon*—Content: see recipe in illustration and caption (The only thing Harold changed in the recipe were the amounts of the chocolate chips and flour.)
6. *two*—Content: see recipe in illustration and caption
7. *lays* the sheet—Grammar/usage: word pair (lie/lay)
8. *off. The*—Punctuation: run-on sentence
   (Acceptable: *off, and* the cookies)
9. *carnival,*" says Harold,—Punctuation: comma separates quote from speaker
10. *"but*—Punctuation: quotation marks enclose a divided quotation
11. to *whom*—Grammar/usage: pronoun *whom* used as object
12. will *have* tasted—Grammar/usage: helping verb (used in future perfect tense)
    (Acceptable: [although meaning changes] will *taste*)

Let the Chips Fall Corrected

Harold is getting ready to bake a batch of cookies for Lisa to take to the carnival. He finds a recipe for chocolate chip cookies and reads it thoughtfully. Harold decides to add more chocolate chips and less flour so that the cookies will taste even better. He measures the teaspoon of baking powder into the rest of the dry ingredients. He carefully breaks and adds the two eggs and mixes in the remaining ingredients. He spoons the batter onto a greased cookie sheet and lays the sheet in the oven to bake for the required 10 minutes. He takes the cookies out of the oven when the timer goes off. The cookies are melted chocolate blobs. "Well, I can't send these to the carnival," says Harold, "but they won't go to waste." He knows to whom he will give the chocolate mass. "By tonight, Lisa will have tasted my new recipe for chocolate candy!"

16. Plane Scary

12 errors—2 content; 1 capitalization; 7 grammar/usage; 2 punctuation

Plane Scary Errors

The show at Blue Skies Airport was heavy[1] clouded with smoke Saturday[2] after Jan Fay's trimotor[3] bursted[4] into flames. As Fay fell toward the ground[5] a[6] parachute appeared over her fully opened[6] head. "The Federal Aviation Administration and the airport manager is[7] reviewing the case," said investigator[8] Lin. "The fact that we can't prevent air show disasters are[9] very unfortunate.[10] Jan Fay has flew[11] for years, but piloting no longer interests her as much as constructing model airplanes. Next June, she will began[12] her new hobby in earnest.

1. *heavily*—Grammar/usage: adverb modifies adjective
2. *Sunday*—Content: see illustration and caption
3. *biplane*—Content: see illustration and caption
4. *burst*—Grammar/usage: past tense (irregular)
5. *ground,* a—Punctuation: comma used after introductory dependent clause
6. a *fully opened* parachute appeared over her head.—Grammar/usage: misplaced modifier (Acceptable: parachute *opened fully* ~~appeared~~ *over her* head OR parachute, *fully opened, appeared over her* head)
7. Federal Aviation Administration and the airport manager *are* reviewing—Grammar/usage: agreement of verb with compound subject
8. *Investigator* Lin—Capital: title used as part of name
9. *is*—Grammar/usage: agreement of verb with subject (fact/is)
10. *unfortunate."*—Punctuation: quotation marks enclose a direct quote
11. has *flown*—Grammar/usage: past participle (used in present perfect tense)
12. will *begin*—Grammar/usage: infinitive (used in future tense)

Plane Scary Corrected

The show at Blue Skies Airport was heavily clouded with smoke Sunday after Jan Fay's biplane burst into flames. As Fay fell toward the ground, a fully opened parachute appeared over her head. "The Federal Aviation Administration and the airport manager are reviewing the case," said Investigator Lin. "The fact that we can't prevent air show disasters is very unfortunate." Jan Fay has flown for years, but piloting no longer interests her as much as constructing model airplanes. Next June, she will begin her new hobby in earnest.

17. Pinto Show

12 errors—2 content; 2 capitalization; 3 grammar/usage; 5 punctuation

Pinto Show Errors

101 Pine St.
Westville[1] NV 89500
July 8, 1994

Dear Nina[2]

Please join me in Westville for the annual palamino[3] show! It will be better than ever because chairman[4] Pavick has planned a lot of new activities. When you come, take[5] your partner so that you and him[6] may compete in a mixed event. The pinto parade will be at 1200[7] on sunday[8], and a[9] hour of various womens'[10] and men's competitions will follow. The show only runs for four[11] days[12] Nina, so come as soon as you can.

Your friend,
Sula

1. *Westville,* NV—Punctuation: comma separates elements of address
2. *Nina,*—Punctuation: comma used after greeting of friendly letter
3. *pinto*—Content: see illustration and caption
4. *Chairman* Pavick—Capital: title used as part of name
5. *bring*—Grammar/usage: word pair (bring/take)
6. *he*—Grammar/usage: pronoun used as subject in adverb clause
7. *12:00*—Punctuation: colon used with hours and minutes
8. *Sunday*—Capital: day of week
9. *an* hour—Grammar/usage: article *an* before vowel sound
10. *women's*—Punctuation: *'s* used with plural possessive not ending in *s*
11. *five* days—Content: see illustration and caption (the 17th to the 21st is 5 days)
12. *days,* Nina—Punctuation: comma used with noun of address

Pinto Show Corrected

101 Pine St.
Westville, NV 89500
July 8, 1994

Dear Nina,

Please join me in Westville for the annual pinto show! It will be better than ever because Chairman Pavick has planned a lot of new activities. When you come, bring your partner so that you and he may compete in a mixed event. The pinto parade will be at 12:00 on Sunday, and an hour of various women's and men's competitions will follow. The show only runs for five days, Nina, so come as soon as you can.

Your friend,
Sula

18. The Wright Stuff

13 errors—3 content; 6 grammar/usage; 3 punctuation; 2 spelling

The Wright Stuff Errors

Many people know that on December 7, 1953[1, 2] Orville and Wilbur Wright brung[3] powered flight to humans. Other events in the Wright's[4] lives may not be as well known. In the early years, the two designed and sold bicycles. They could of[5] continued in the bicycle business, but they developed an interest in aeronautics. They experimented with gliders and built a wing[6] tunnel to test various wing shapes. For less than $100[7], the too[8] men eventually designed and builded[9] the first power airplane. Wilbur was the first to fly it because he have[10] won a coin toss for the honor. It's hard to believe that their hometown newspaper did not even cover this momentous event[11] in 1903, whom[12] would have guessed that the skies would soon be our[13]?

1. *1903*—Content: see illustration
2. *1903,*—Punctuation: comma used after year (month day, year,) in sentence
3. *brought*—Grammar/usage: past tense (irregular)
4. *Wrights'*—Punctuation: apostrophe used with plural possessive ending in *s*
5. could *have*—Spelling/usage
6. *wind* tunnel—Content: see caption
7. *$1000*—Content: see caption
8. *two*—Spelling
9. *built*—Grammar/usage: past tense (irregular)
10. *had* won—Grammar/usage: helping verb (used in past perfect tense)
11. *event. In* 1903,—Punctuation: run-on sentence (Acceptable: *event! In* 1903, OR [though meaning changes slightly] *event in 1903. Who*)

12. *who*—Grammar/usage: pronoun *who* used as subject
13. *ours*—Grammar/usage: possessive pronoun used without noun

The Wright Stuff Corrected

Many people know that on December 7, 1903, Orville and Wilbur Wright brought powered flight to humans. Other events in the Wrights' lives may not be as well known. In the early years, the two designed and sold bicycles. They could have continued in the bicycle business, but they developed an interest in aeronautics. They experimented with gliders and built a wind tunnel to test various wing shapes. For less than $1000, the two men eventually designed and built the first power airplane. Wilbur was the first to fly it because he had won a coin toss for the honor. It's hard to believe that their hometown newspaper did not even cover this momentous event. In 1903, who would have guessed that the skies would soon be ours?

19. Wish You Were Here

13 errors—2 content; 2 capitalization; 7 grammar/usage; 1 punctuation; 1 spelling

Wish You Were Here Errors

The Polynesian Islands have been a healthy change for Tia and me. We have a great view of the ocean and the palm trees from our tiled[1] hut. Are[2] favorite food here [3]the coconut.[4] The sweet fruit of a bush[5] called the coconut palm. Yesterday, auntie[6] called and said, "Take[7] me back some fresh coconuts. Ours[8] best ones are not even as best[9] as your baddest[10] ones. Get them to Riley and I[11] this spring." I'm afraid my aunt and uncle will have to wait until after spring. Even by june[12], Tia and I will not have spend[13] enough time here!

1. *thatched* hut—Content: see illustration and caption
2. *Our*—Spelling
3. *is* the coconut—Grammar/usage: linking verb (Acceptable: *here, the coconut, is the* sweet fruit)
4. *coconut,* the—Punctuation: sentence fragment
5. *tree*—Content: see illustration and caption
6. *Auntie*—Capital: word used as proper name
7. *Bring*—Grammar/usage: word pair (bring/take)
8. *Our* best ones—Grammar/usage: possessive pronoun used with noun
9. as *good* as—Grammar/usage: positive adjective
10. *worst* ones—Grammar/usage: superlative adjective
11. Riley and *me*—Grammar/usage: pronoun used as object
12. *June*—Capital: month
13. will not have *spent*—Grammar/usage: past participle (used in future perfect tense)

Wish You Were Here Corrected

The Polynesian Islands have been a healthy change for Tia and me. We have a great view of the ocean and the palm trees from our thatched hut. Our favorite food here is the coconut, the sweet fruit of a tree called the coconut palm. Yesterday, Auntie called and said, "Bring me back some fresh coconuts. Our best ones are not even as good as your worst ones. Get them to Riley and me this spring." I'm afraid my aunt and uncle will have to wait until after spring. Even by June, Tia and I will not have spent enough time here!

20. Ride the Wild River

10 errors—2 content; 5 grammar/usage; 2 punctuation; 1 spelling

Ride the Wild River Errors

Rafting is a sport that appeals to the adventurous athlete. It's like a roller coaster ride without the seat belts. The beginning of our journey downriver was calm,[1] and uneventful. We entered the rapids most[2] abruptly than I had expected. The raft lifted[3] by a wave and dropped into a pool of [4]water swirling[4]. The kayak[5] spun around several times before the guide could point it back downriver. Are[6] oars were useless in the rushing water. We spent the rest of ours[7] time bailing out all 20[8] feet of our raft as wave after wave came pouring over us. We were so wet and chilly that we were shake[9] as we finally pulled into shore for the night. What an exhilarating day wed[10] had!

1. *calm* and—Punctuation: unnecessary comma
2. *more* abruptly—Grammar/usage: comparative adverb
3. *was* lifted—Grammar/usage: helping verb (used in past tense passive voice)
4. *swirling water*—Grammar/usage: misplaced modifier (Acceptable: *swirling* pool of water)
5. *raft*—Content: see context and illustration (Acceptable: *It* spun)
6. *Our*—Spelling (*our* is possessive pronoun)
7. *our* time—Grammar/usage: possessive pronoun used with noun
8. *13* feet—Content: see illustration
9. were *shaking*—Grammar/usage: present participle (used in past progressive tense)
10. *we'd*—Punctuation: apostrophe used with contraction (Acceptable: *we had* had)

Ride the Wild River Corrected

Rafting is a sport that appeals to the adventurous athlete. It's like a roller coaster ride without the seat belts. The beginning of our journey downriver was calm and uneventful. We entered the rapids more abruptly than I had expected. The raft was lifted by a wave and dropped into a pool of swirling water. The raft spun around several times before the guide could point it back downriver. Our oars were useless in the rushing water. We spent the rest of our time bailing out all 13 feet of our raft as wave after wave came pouring over us. We were so wet and chilly that we were shaking as we finally pulled into shore for the night. What an exhilarating day we'd had!

21. Rash Results

9 errors—2 content; 3 grammar/usage; 4 punctuation

Rash Results Errors

In the Western woods[1] don't be rash when you hike. You must watch out for poison oak. Madeleine Vu found this out the hard way while walking in Maine[2]. "Poison oak is close[3] related to poison ivy and has leaves made up of two[4] leaflets. The plant contains an oil that causes a skin reaction. I could get poison oak not only through direct contact with the plant,[5] but also through contact with anything the plants have touched. I could get it from mine[6] dog or even my clothing. How would you like to be covered with itchy red spots like mine,[7]" Madeleine asks. "You may be sorry if you don't watch whats[8] around you. Your rash will remind yourself[9] for a very long time to be careful."

1. *woods,*—Punctuation: comma used after introductory phrase
2. *California*—Content: see caption
3. *closely* related—Grammar/usage: adverb modifies adjective
4. *three* leaflets—Content: see illustration and caption
5. *plant* but—Punctuation: unnecessary comma (in expressions contrasted through use of correlative conjunctions)
6. *my* dog—Grammar/usage: possessive pronoun used with noun
7. *mine?"*—Punctuation: quoted question

8. *what's*—Punctuation: apostrophe used with contraction
9. *you*—Grammar/usage: pronoun used as object (not reflexive)

Rash Results Corrected

In the Western woods, don't be rash when you hike. You must watch out for poison oak. Madeleine Vu found this out the hard way while walking in California. "Poison oak is closely related to poison ivy and has leaves made up of three leaflets. The plant contains an oil that causes a skin reaction. I could get poison oak not only through direct contact with the plant but also through contact with anything the plants have touched. I could get it from my dog or even my clothing. How would you like to be covered with itchy red spots like mine?" Madeleine asks. "You may be sorry if you don't watch what's around you. Your rash will remind you for a very long time to be careful."

22. The Treasure Hunters

12 errors—2 content; 4 grammar/usage; 4 punctuation; 2 spelling

The Treasure Hunters Errors

Carmen and Yoko had just read the story [1]The Treasure Hunters.[1] This morning, they wanted to play the board game with Anna and I[2]. "We'll play,[3] I said, [3]if you give me and Anna[4] a head start of five squares." "Well, okay," Carmen said. "Whose[5] ready to start[6]" By 9:00, Carmen and Yoko have[7] gotten there[8] scuba gear, passed the danger zones, and landed four[9] moves from the treasure chest entrance. It would have taken more than luck for Anna and me to get out of Tank Creek[10] and swipe the goods. We lost as expected. Of all our attempted games, Anna and I played.[11] This one the worse[12].

1. *"The Treasure Hunters."*—Punctuation: quotation marks enclose story title
2. Anna and *me*—Grammar/usage: pronoun used as object
3. *play,"* I said, *"if*— Punctuation: quotation marks enclose both parts of divided quotation
4. *Anna and me*—Grammar/usage: first person last
5. *"Who's*—Spelling
6. to *start?"*—Punctuation: quoted question
7. *had* gotten—Grammar/usage: helping verb (used in past perfect tense)
8. *their* scuba gear—Spelling (possessive pronoun)
9. *two* moves—Content: see illustration
10. *Big Brig*—Content: see illustration and caption
    (Acceptable: *the Big Brig* OR *the brig* OR *jail*)
11. *played this*—Punctuation: sentence fragments
12. Anna and I played this one the *worst.*—Grammar/usage: superlative adverb

The Treasure Hunters Corrected

Carmen and Yoko had just read the story "The Treasure Hunters." This morning, they wanted to play the board game with Anna and me. "We'll play," I said, "if you give Anna and me a head start of five squares." "Well, okay," Carmen said. "Who's ready to start?" By 9:00, Carmen and Yoko had gotten their scuba gear, passed the danger zones, and landed two moves from the treasure chest entrance. It would have taken more than luck for Anna and me to get out of Big Brig and swipe the goods. We lost as expected. Of all our attempted games, Anna and I played this one the worst.

23. Venus's-flytrap

11 errors—4 content; 2 capitalization; 3 punctuation; 2 spelling

Venus's-flytrap Errors

Deep in the bogs of coastal north[1] and south[2] Dakota[3] lurks an unusual plant[4] the Venus's-flytrap. The bogs provide damp soil, but the soil lacks the oxygen[5] that the plant needs to survive. The Venus's-flytrap has developed a unique way of getting this essential nutrient. Its hinged leafs[6] have smooth[7] edges, [8] and sensitive hairs on the inside. When prey touches the hairs[9] the leaf closes quickly. The struggling victim is trapped as the herbivorous[10] plant secrets[11] fluids to digest the insect and get the needed nitrogen.

1. *North*—Capital: proper noun
2. *South*—Capital: proper noun
3. *Carolina*—Content: see caption
4. *plant,*—Punctuation: comma used with appositive
5. *nitrogen*—Content: see caption
6. *leaves*—Spelling (plural of leaf)
7. *bristled*—Content: see caption
8. *edges* and—Punctuation: unnecessary comma
9. *hairs,*—Punctuation: comma used after introductory dependent clause
10. *carnivorous*—Content: see caption
11. *secretes*—Spelling

Venus's-flytrap Corrected

Deep in the bogs of coastal North and South Carolina lurks an unusual plant, the Venus's-flytrap. The bogs provide damp soil, but the soil lacks the nitrogen that the plant needs to survive. The Venus's-flytrap has developed a unique way of getting this essential nutrient. Its hinged leaves have bristled edges and sensitive hairs on the inside. When prey touches the hairs, the leaf closes quickly. The struggling victim is trapped as the carnivorous plant secretes fluids to digest the insect and get the needed nitrogen.

24. Birth of a Volcano

10 errors—3 content; 1 grammar/usage; 4 punctuation; 2 spelling

Birth of a Volcano Errors

Imagine that you are walking through a corn field. The day is fine, but you our[1] a bit nervous,[2] because there have been a lot of earthquakes lately. Suddenly, a crack opens in the ground.[3] And comes racing toward you. Steam rises from the crack and carries the smell of rotten eggs. You run away. Half an hour later you heard[4] an explosion and see a black cloud rising high into the air. These events could of[5] happened to you if you had been walking in the rice field[6] 180 miles east[7] of Mexico City, Mexico[8] on January[9] 20, 1943[10] when the volcano Parícutin was born.

1. you *are*—Spelling (present tense verb)
2. *nervous* because—Punctuation: unnecessary comma
3. *ground and*—Punctuation: sentence fragment
4. *hear*—Grammar/usage: present tense (parallel construction)
5. could *have*—Spelling/usage
6. *corn field*—Content: see illustration and caption
7. *west*—Content: see caption
8. *Mexico,* on—Punctuation: comma used after country (city, country,) in sentence
9. *February*—Content: see caption ("second month")
10. *1943,* when—Punctuation: comma used after year (month day, year,) in sentence

Birth of a Volcano Corrected

Imagine that you are walking through a corn field. The day is fine, but you are a bit nervous because there have been a lot of earthquakes lately. Suddenly, a crack opens in the ground and comes racing toward you. Steam rises from the crack and carries the smell of rotten eggs. You run away. Half an hour later you hear an explosion and see a black cloud rising high into the air. These events could have happened to you if you had been walking in the corn field 180 miles west of Mexico

City, Mexico, on February 20, 1943, when the volcano Parícutin was born.

25. Stained Glass

13 errors—2 content; 4 capitalization; 5 grammar/usage; 2 punctuation

Stained Glass Errors

As visitors to a prominent window maker, we are honored to be given a tour by the owner. "At stained[1] Panes, Inc.," president[2] Cutler explains, "The[3] art of constructing stained glass windows have[4] been carefully preserved. Though our final products are made with special glass imported from Europe, we learn[5] students to cut plain glass first. Would you like to watch one of our apprentices"?[6] We look on as he say[7] to the student, "For now, let's make a curved[8] cut. You must apply pressure with the glass cutter as you roll it along a straight guide. Next, use the glass cutter[9] to separate the two pieces of glass." Then Mr. Cutler says, "Next time, we'll try some curves. Of all the cutting jobs[10] tight curves must be done the more careful[11]. Stained glass is not an easy craft to perfect, but you will know it is worthwhile when you see the raising[12] sun through a window of red and gold german[13] glass."

1. *Stained* Panes—Capital: proper noun
2. *President* Cutler—Capital: title used as part of name
3. *"the*—Capital: unnecessary (divided quotation)
4. *has* been—Grammar/usage: agreement of verb with subject (art/has been)
5. *teach*—Grammar/usage: word pair (teach/learn)
6. *apprentices?"*—Punctuation: quoted question
7. he *says*—Grammar/usage: agreement of verb with subject
8. *straight*—Content: see illustration and caption
9. *pliers*—Content: see caption
10. *jobs,* tight—Punctuation: comma used after introductory dependent phrase
11. *most carefully*—Grammar/usage: superlative adverb
12. *rising*—Grammar/usage: word pair (rise/raise)
13. *German*—Capital: proper adjective

Stained Glass Corrected

As visitors to a prominent window maker, we are honored to be given a tour by the owner. "At Stained Panes, Inc.," President Cutler explains, "the art of constructing stained glass windows has been carefully preserved. Though our final products are made with special glass imported from Europe, we teach students to cut plain glass first. Would you like to watch one of our apprentices?" We look on as he says to the student, "For now, let's make a straight cut. You must apply pressure with the glass cutter as you roll it along a straight guide. Next, use the glass pliers to separate the two pieces of glass." Then Mr. Cutler says, "Next time, we'll try some curves. Of all the cutting jobs, tight curves must be done the most carefully. Stained glass is not an easy craft to perfect, but you will know it is worthwhile when you see the rising sun through a window of red and gold German glass."

26. Whale Watching Tours

13 errors—1 content; 1 capitalization; 8 grammar/usage; 2 punctuation; 1 spelling

Whale Watching Tours Errors

Three cruise lines offer expeditions to see whales, but you should choose your sightseeing tour carefully. "The pilots for Poseidon's Passages," says dad[1], "run their boats the fast[2] of all. If the feel of the choppy waves make[3] you sick, you couldn't[4] hardly get a badder[5] ride." Many of my relatives agree. Some likes[6] the Atlantis Cruises. Between you and myself[7], I think Fred's[8] Fleet, my favorite, offers a great tour. You'll get a wonderful view of the whales as these acrobatic animals slice the water like knifes[9]. Tours use[10] to end at 600[11] P.M.[12] but now there are late boats [13]for evening passengers running at 7:00[13].

1. *Dad*—Capital: word used as proper name
2. *fastest*—Grammar/usage: superlative adverb
3. *makes*- -Grammar/usage: agreement of verb with subject (feel/makes)
4. *could* hardly—Grammar/usage: double negative
   (Acceptable: couldn't ~~hardly~~ *get*)
5. *worse* ride—Grammar/usage: comparative adjective
6. Some *like*—Grammar/usage: agreement of verb with indefinite pronoun
7. you and *me*—Grammar/usage: pronoun used as object (not reflexive)
8. *Frieda's* Fleet—Content: see illustration and caption
9. *knives*—Spelling (plural of knife)
10. *used* to—Grammar/usage: past tense
11. *6:00*—Punctuation: colon used with hours and minutes
12. *P.M.,* but—Punctuation: comma used before coordinating conjunction joining independent clauses
13. late boats *running at 7:00 for evening passengers.*—Grammar/usage: misplaced modifier
    (Acceptable: but *now, for evening passengers, there are late boats running at 7:00.*)

Whale Watching Tours Corrected

Three cruise lines offer expeditions to see whales, but you should choose your sightseeing tour carefully. "The pilots for Poseidon's Passages," says Dad, "run their boats the fastest of all. If the feel of the choppy waves makes you sick, you could hardly get a worse ride." Many of my relatives agree. Some like the Atlantis Cruises. Between you and me, I think Frieda's Fleet, my favorite, offers a great tour. You'll get a wonderful view of the whales as these acrobatic animals slice the water like knives. Tours used to end at 6:00 P.M., but now there are late boats running at 7:00 for evening passengers.

27. The Gentle Sea Cow

11 errors—4 content; 3 grammar/usage; 4 punctuation

The Gentle Sea Cow Errors

The manatee, or sea cow, be[1] the only carnivorous[2] mammal that lives entirely in the water. Manatees graze on underwater plants and can stay underwater for up to 45[3] minutes. The upper lip of the manatee are[4] divided into two parts. It uses these two halves as pinchers to grab water plants. It can eat more than 1000[5] pounds of plants per day! The manatee likes cold[6] coastal waters, and, in the U.S., inhabits the bays and rivers of Florida. The gentle manatee is an endangered species. The encyclopedia article [7]Sea Cows",[8] in fact[9] reports that one manatee, the Stellar's sea cow, was hunts[10] to extinction twenty [11]seven years after it was discovered!

1. *is*—Grammar/usage: linking verb
2. *herbivorous*—Content: see caption
3. *30* minutes—Content: see caption ("up to half an hour"; half an hour = 30 minutes)
   (Acceptable: *one half hour* OR *1/2 hour*)
4. *is*—Grammar/usage: agreement of verb with subject (lip/is)
5. *100* pounds—Content: see caption
6. *warm*—Content: see caption
7. *"Sea Cows,"*—Punctuation: quotation marks enclose article title
8. *"Sea Cows,"*—Punctuation: comma falls inside quotation marks
9. in *fact,*—Punctuation: comma used with sentence interrupter
10. was *hunted*—Grammar/usage: past participle (used in past tense passive voice)

11. *twenty-seven*—Punctuation: hyphen used in compound number

The Gentle Sea Cow Corrected

The manatee, or sea cow, is the only herbivorous mammal that lives entirely in the water. Manatees graze on underwater plants and can stay underwater for up to 30 minutes. The upper lip of the manatee is divided into two parts. It uses these two halves as pinchers to grab water plants. It can eat more than 100 pounds of plants per day! The manatee likes warm coastal waters and, in the U.S., inhabits the bays and rivers of Florida. The gentle manatee is an endangered species. The encyclopedia article "Sea Cows," in fact, reports that one manatee, the Stellar's sea cow, was hunted to extinction twenty-seven years after it was discovered!

28. Close Call

13 errors—2 content; 7 grammar/usage; 2 punctuation; 2 spelling

Close Call Errors

Michael Farraday turned his convertible into[1] an oak[2] tree on Forest Way[3] while avoiding two deer. He said "that[4] he had never saw[5] animals appear so sudden[6]. Michael had been listening to the tune [7]Wild Nature[7] when the two deer appeared out of nowhere. He describe[8] the mother deer and then remark[9], "He[10] and the fawn were the beautiful[11] deers[12] I've ever seen! I'll probably never encounter that[13] two again, but I'll have a beauty of a dent to remind me of them."

1. *in to*—Spelling
2. *a pine*—Content: see illustration and caption
   (Note that the article must change—*a* is used before a consonant sound.)
3. Forest *Drive*—Content: see caption
4. said *that*—Punctuation: unnecessary quotation marks (indirect quote)
5. had never *seen*—Grammar/usage: past participle (used in past perfect tense)
6. *suddenly*—Grammar/usage: adverb modifies verb
7. *"Wild Nature"*—Punctuation: quotation marks enclose song title
8. He *described*—Grammar/usage: past tense
9. *remarked*—Grammar/usage: past tense
10. *"She*—Grammar/usage: agreement of pronoun with noun in gender (mother deer/she)
11. *most* beautiful—Grammar/usage: superlative adjective
12. *deer*—Spelling
13. *those* two—Grammar/usage: agreement of demonstrative adjective with noun

Close Call Corrected

Michael Farraday turned his convertible in to a pine tree on Forest Drive while avoiding two deer. He said that he had never seen animals appear so suddenly. Michael had been listening to the tune "Wild Nature" when the two deer appeared out of nowhere. He described the mother deer and then remarked, "She and the fawn were the most beautiful deer I've ever seen! I'll probably never encounter those two again, but I'll have a beauty of a dent to remind me of them."

29. Rescue

12 errors—2 content; 4 grammar/usage; 6 punctuation

Rescue Errors

One spring day[1] Jorge and his friend Antonio went hiking on Mt. Mateo. Jorge decided to take a route that looked more[2] shorter than the trail,[3] the slope he was climbing suddenly gave way and Jorge was caught in a rock slide. He slid 50[4] feet, fell from a cliff that was 15 feet high, and came to rest on an inaccessible plateau. He had broke[5] his leg and bruised his ribs. Jorge was unable to climb the rocky slope[6] so he waited while Antonio went for help. Jorge was relieved when he looked to the east[7] and saw the helicopter dropping him a lifeline. "It was quite an ordeal[8]" Jorge said of the mens'[9] experience. He added, "Him[10] and me[11] will stick closer to the trail next time".[12]

1. *day,*—Punctuation: comma used after introductory phrase
2. looked ~~more~~ *shorter* than—Grammar/usage: comparative adjective (Acceptable: looked *much* shorter)
3. *trail. The*—Punctuation: run-on sentence
4. *60* feet—Content: see caption (75 – 15 = 60)
5. had *broken*—Grammar/usage: past participle (used in past perfect tense)
6. *slope,* so—Punctuation: comma used before coordinating conjunction joining independent clauses
7. *west*—Content: see illustration and caption (to see the helicopter, Jorge faces the valley, which lies to the west)
8. *ordeal,"*—Punctuation: comma separates quote from speaker
9. *men's*—Punctuation: *'s* used with plural possessive not ending in *s*
10. *He*—Grammar/usage: pronoun used as subject (Acceptable: *Antonio*)
11. *I*—Grammar/usage: pronoun used as subject
12. *time."*—Punctuation: period inside quotation marks

Rescue Corrected

One spring day, Jorge and his friend Antonio went hiking on Mt. Mateo. Jorge decided to take a route that looked shorter than the trail. The slope he was climbing suddenly gave way, and Jorge was caught in a rock slide. He slid 60 feet, fell from a cliff that was 15 feet high, and came to rest on an inaccessible plateau. He had broken his leg and bruised his ribs. Jorge was unable to climb the rocky slope, so he waited while Antonio went for help. Jorge was relieved when he looked to the west and saw the helicopter dropping him a lifeline. "It was quite an ordeal," Jorge said of the men's experience. He added, "He and I will stick closer to the trail next time."

30. An Educational Trip

13 errors—3 content; 4 grammar/usage; 5 punctuation; 1 spelling

An Educational Trip Errors

529 Evergreen Court
Boise, ID 83704
July 8, 1993

Dear Hiroshi.[1]

My parents took my brother and myself[2] to the seashore. Either[3] my brother nor I had ever seen the ocean before. Wow.[4] It was really great. There was[5] seagulls all around the shore. We saw alot[6] of plants and animals in the water, too. Did you know that there are many kinds of seaweeds.[7] Seaweeds can be brown, red, or green. They are all algae, and they attach themself[8] to sand[9,10] and the part attached to the rocks is called a holdtight[11], and small animals live in it. Animals live on the leaves, too. One type of seaweed can grow a foot in a day, and some seaweeds grow to be very long. We saw a giant kelp that was green[12] and almost 200 feet long!

Sincerely:[13]
Basha

1. *Hiroshi,*—Punctuation: comma used after greeting of friendly letter
2. my brother and *me*—Grammar/usage: pronoun used as object (not reflexive)
3. *Neither*—Grammar/usage: correlative conjunctions used in pairs (neither…nor)
4. *Wow!*—Punctuation: exclamation that stands alone (Acceptable: *Wow, it* was really *great*! OR *Wow!* It was really *great!*)
5. There *were* seagulls—Grammar/

usage: agreement of verb with subject (seagulls/were)

6. *a lot*—Spelling
7. of *seaweeds?*—Punctuation: question mark used after direct question
8. *themselves*—Grammar/usage: agreement of reflexive pronoun with antecedent (they/themselves)
9. to *rocks*—Content: see caption
10. *rocks. The*—Punctuation: run-on sentence
11. *holdfast*—Content: see caption
12. *brown*—Content: see caption (giant kelp is a brown alga)
13. *Sincerely,*—Punctuation: comma used after closing of letter

An Educational Trip Corrected

529 Evergreen Court
Boise, ID 83704
July 8, 1993

Dear Hiroshi,

My parents took my brother and me to the seashore. Neither my brother nor I had ever seen the ocean before. Wow! It was really great. There were seagulls all around the shore. We saw a lot of plants and animals in the water, too. Did you know that there are many kinds of seaweeds? Seaweeds can be brown, red, or green. They are all algae, and they attach themselves to rocks. The part attached to the rocks is called a holdfast, and small animals live in it. Animals live on the leaves, too. One type of seaweed can grow a foot in a day, and some seaweeds grow to be very long. We saw a giant kelp that was brown and almost 200 feet long!

Sincerely,
Basha

31. Armchair Adventure

12 errors—2 content; 2 capitalization; 2 grammar/usage; 6 punctuation

Armchair Adventure Errors

"Did you know that a geyser is like a pot bubbling over on the stove"? [1] Brandon asked his sister. "Boiling water expands into steam, and the water and steam explode out of the geyser's mouth. It says here that minerals in the water can form cones or even towers around the mouth of a geyser[2]" "I already know all that," said Becky, "Because[3] our Aunt[4] has been to Yellowrock[5] National Park, Wyoming[6] with her husband." "She went with who[7]?" interrupted Brandon. "She went with Uncle Earl," Becky said impatiently, [8]and they also went to New Zealand and saw geysers right from their hotel room." "Wow"![9] said Brandon. "Maybe they'll take you and myself[10] next time." He hoped to see the sights shown in the magazine she[11] was reading. How about you? Would you like to see the places in "Adventure Travel?"[12]

1. *stove?"*—Punctuation: quoted question
2. *geyser."*—Punctuation: period after quoted declarative sentence
3. *"because* our—Capital: unnecessary (divided quotation)
4. our *aunt*—Capital: unnecessary (not used as proper name)
5. *Yellowstone*—Content: see caption
6. Park, *Wyoming,* with—Punctuation: comma used after state (city, state,) in sentence
7. *whom?"*—Grammar/usage: pronoun *whom* used as object
8. impatiently, *"and*—Punctuation: quotation marks enclose both parts of divided quotation
9. "Wow!"—Punctuation: quoted exclamation
10. take you and *me*—Grammar/usage: pronoun used as object (not reflexive)
11. *he* was—Content: see caption (Brandon [he] was reading.)
12. "Adventure *Travel"?*—Punctuation: question mark used outside quotation marks when it doesn't apply to quoted material

Armchair Adventure Corrected

"Did you know that a geyser is like a

pot bubbling over on the stove?" Brandon asked his sister. "Boiling water expands into steam, and the water and steam explode out of the geyser's mouth. It says here that minerals in the water can form cones or even towers around the mouth of a geyser." "I already know all that," said Becky, "because our aunt has been to Yellowstone National Park, Wyoming, with her husband." "She went with whom?" interrupted Brandon. "She went with Uncle Earl," Becky said impatiently, "and they also went to New Zealand and saw geysers right from their hotel room." "Wow!" said Brandon. "Maybe they'll take you and me next time." He hoped to see the sights shown in the magazine he was reading. How about you? Would you like to see the places in "Adventure Travel"?

32. Mopping Up

13 errors—2 content; 4 grammar/usage; 7 punctuation

Mopping Up Errors

35 Lawsome St[1]
Jamesville, Iowa,[2] 95832
August 13, 1985

Dear Tonia—[3]

Sam[4] my roommate[4] has been take[5] the car to work. I've had to either take very short trips [6]entertain me[7] at home. I having[8] found, however[9] that lonely days are excellent for doing the housework. You should try it[10] Tonia. This afternoon[11] also happens to be good for writing letters. As you can see from my enclosed sketch, I haven't got much else to do until the living room[12] floor dries.

Your pal[13]
Jamal

1. *St.*—Punctuation: period after abbreviation
2. *Iowa*—Punctuation: unnecessary comma before ZIP code
3. *Tonia,*—Punctuation: comma used after greeting of friendly letter
4. *Sam,* my *roommate,*—Punctuation: commas used with appositive
5. has been *taking*—Grammar/usage: present participle (used in present perfect progressive tense)
6. *or* entertain—Grammar/usage: correlative conjunctions used in pairs (either…or)
7. *myself*—Grammar/usage: reflexive pronoun
8. *have* found—Grammar/usage: helping verb (used in present perfect tense) (Acceptable: *am finding*)
9. *however,*—Punctuation: comma used with sentence interrupter
10. *it,* Tonia.—Punctuation: comma used with noun of address
11. *morning*—Content: see caption
12. *kitchen*—Content: see illustration
13. *pal,*—Punctuation: comma used after closing of a letter

Mopping Up Corrected

35 Lawsome St.
Jamesville, Iowa 95832
August 13, 1985

Dear Tonia,

Sam, my roommate, has been taking the car to work. I've had to either take very short trips or entertain myself at home. I have found, however, that lonely days are excellent for doing the housework. You should try it, Tonia. This morning also happens to be good for writing letters. As you can see from my enclosed sketch, I haven't got much else to do until the kitchen floor dries.

Your pal,
Jamal

33. Letter to Madagascar

13 errors—2 content; 3 grammar/usage; 7 punctuation; 1 spelling

Letter to Madagascar Errors

Department of Zoology
University of Louisiana

Baton Rouge, LA 70803
April 29, 1994

Dr. Phillipe Tsirana
University of Madagascar
Antananarivo, Madagascar

Dear Dr. Tsirana,[1]

Thank you for assisting me in obtaining a travel visa. I will arrive at 4:00 P.M. on June 6 and will stay for twenty six[2] weeks. That should allow me enough time to finalize my data. My article will be titled [3]The Impact of Reforestation[4] on Territorial Behavior in Ring-tailed Lemmings[5]".[6] I plan to bring my daughter with me when I come. He[7] is 14 and very excited about seeing Madagascar. I hope your colleague, Yvette, will be in town when we arrive. We look forward to seeing you and she[8]. Oh[9] I almost forgot. Whom[10] will be meeting us at the airport[11] and were[12] should we meet?

Sincerely[13]
Dr. Neva Ledesma

1. *Tsirana:*—Punctuation: colon used after greeting of a business letter
2. *twenty-six*—Punctuation: hyphen used in compound number
3. titled *"The*—Punctuation: quotation marks enclose article title
4. *Deforestation*—Content: see caption
5. *Lemurs*—Content: see caption
6. *Lemurs."*—Punctuation: period inside quotation marks
7. *She* is—Grammar/usage: agreement of pronoun with noun in gender (daughter/she)
8. you and *her*—Grammar/usage: pronoun used as object
9. *Oh,*—Punctuation: comma used after introductory word
10. *Who* will—Grammar/usage: pronoun *who* used as subject
11. *airport,* and—Punctuation: comma used before coordinating conjunction joining independent clauses
12. *where*—Spelling
13. *Sincerely,*—Punctuation: comma used after closing of a letter

Letter to Madagascar Corrected

Department of Zoology
University of Louisiana
Baton Rouge, LA 70803
April 29, 1994

Dr. Phillipe Tsirana
University of Madagascar
Antananarivo, Madagascar

Dear Dr. Tsirana:

Thank you for assisting me in obtaining a travel visa. I will arrive at 4:00 P.M. on June 6 and will stay for twenty-six weeks. That should allow me enough time to finalize my data. My article will be titled "The Impact of Deforestation on Territorial Behavior in Ring-tailed Lemurs." I plan to bring my daughter with me when I come. She is 14 and very excited about seeing Madagascar. I hope your colleague, Yvette, will be in town when we arrive. We look forward to seeing you and her. Oh, I almost forgot. Who will be meeting us at the airport, and where should we meet?

Sincerely,
Dr. Neva Ledesma

GUIDE TO GRAMMAR, USAGE, AND PUNCTUATION

The punctuation, grammar, and usage guidelines that follow cover all the skills used in this book. These skills represent a mid-level English curriculum. This guide is not meant to be a complete English reference.

The types of errors are broken down into these areas: capitalization, content, grammar, usage, punctuation, and spelling. Specific topics are listed alphabetically under these main headings.

CAPITALIZATION

The first word in a sentence is capitalized.

What a day we had!

The first word in a direct quote is capitalized. Do not capitalize the first word in the second half of a divided quotation or the first word of a sentence fragment.

Jose said, "Come and look at the beautiful new mural on display in the library."

"Come," Jose said, "and look at the beautiful new mural on display in the library."

Jose said that he wanted us to see "the beautiful new mural."

Use a capital letter for a proper noun. A proper noun names a specific person, place, or thing.

Paris, France   the World Series   John Doe

Use a capital letter for a proper adjective. A proper adjective is derived from a proper noun.

African tribes   a Southern accent

Use a capital letter on the abbreviated forms of proper nouns and proper adjectives.

Nov. 27   U.C.L.A.

Use a capital letter on titles and their abbreviated forms when they are used as part of a name or in place of a name.

Captain John Smith   Capt. John Smith   John Smith was the captain.
Doctor Susan White   Dr. Susan White   We saw the doctor.
Yes, Captain, the lieutenant left at noon.
Oh, Doctor, how much of this medicine do I take?

Capitalize words of familial relation when used in place of a name.

At 1:00 Mother called us in for lunch.

My mother called us in for lunch.

Capitalize the days of the week, the months, and the holidays. Do not capitalize a season unless it is being personified.

Monday, December 24   New Year's Day   summer vacation
as Winter grasped us in its chilly hands

CONTENT

In the *Editor in Chief* activities, any discrepancy between the title, illustration, or caption and the accompanying paragraph should be considered an error in the paragraph. Some content errors will be simple differences in information between an illustration/caption and the paragraph. Other content errors will require the student to analyze information from the illustration/caption in order to correct the paragraph.

GRAMMAR

Parts of Speech

Adjectives and Adverbs

Adjectives

Adjectives modify (give information about) nouns or pronouns. Adjectives tell what kind (*small* house), which one (*this* hat), or how many (*one* child). When *this, that, these,* and *those* are used as adjectives, they must agree in number with the noun or pronoun that they are modifying.

Singular: *this* bird, *that* alligator

Plural: *these* sparrows, *those* crocodiles

This and *these* are used to indicate something that is nearby, while *that* and *those* are used to indicate something that is farther away.

Nearby: *this* house, *these* houses

Farther away: *that* house, *those* houses

Here and there are unnecessary with *this, that, these,* and *those.*

Incorrect: this here box

Correct: this box

See "Comparing and Contrasting Adjectives and Adverbs" below for more on using adjectives. See also "Demonstrative Pronouns" page 63 for more on *this, that, these,* and *those.*

Adverbs

Adverbs modify verbs, adjectives, or other adverbs. Adverbs tell how, when, where, how often, how much, or to what extent. Regular adverbs are formed by adding *-ly* to an adjective; however, not all words that end in *-ly* are adverbs, and not all adverbs end in *-ly*.

Example: She ran *quickly*. (quickly modifies verb—tells how she ran)

Example: I swam *yesterday*. (yesterday modifies verb—tells when I swam)

Example: He walked *downtown*. (downtown modifies verb—tells where he walked)

Example: It is *very rarely* hot here. (very modifies adverb; rarely modifies adjective—together they tell how often it is hot)

Example: That is an *extremely* beautiful apple. (extremely modifies adjective—tells to what extent the apple is beautiful)

See "Comparing and Contrasting Adjectives and Adverbs" below for more on using adverbs.

Articles

Articles (a, an, the) are adjectives. Use *an* before a vowel sound, *a* before a consonant sound. Confusion over which article to use most often comes with words beginning in *h*. If the word clearly begins with a vowel or consonant sound, the standard rule for articles applies. Confusion usually comes with words beginning with *h* in which the *h* is part of an unstressed or lightly stressed first syllable. In such cases, it is considered acceptable to use either *a* or *an*.

Examples: an hour, a ham

Examples: a historian or an historian, a heroic or an heroic

Comparing and Contrasting Adjectives and Adverbs

Most (but not all) adverbs end in *-ly*. Adjectives usually don't end in *-ly* (although a few do). Sometimes the same word functions as an adjective and an adverb. Sometimes adverbs of a particular word have more than one form. See the examples below.

Adjective	Adverb	Adverb ending in -ly
a *high* window	He leaped *high*.	We think *highly* of him.
a *close* encounter	He walked *close* to her.	We watched her *closely*.

Adjective ending in *-ly*	Adverb ending in *-ly*
nightly train	We go *nightly*.
lively tune	Step *lively*, boys!

These examples show that distinguishing between adverbs and adjectives is not as simple as checking to see whether a word ends in *-ly*. You need to see what the word modifies (describes).

Adjectives modify	Adverbs modify
nouns	verbs
pronouns	adjectives
	other adverbs

Adjective: It rained *last* night. (*last* tells which night; it modifies the noun night)

Adverb: Our team played *last*. (*last* tells when the team played; it modifies the verb played)

Linking verbs are frequently followed by adjectives.

Adjective: She looked *pretty*. (*pretty* modifies the subject she)

Adjective: He sounded *happy*. (*happy* modifies the subject he)

Adjective: He felt *bad*. (*bad* modifies the subject he)

Many verbs that function as linking verbs can also be used as action verbs. In these cases, the action verbs will be followed by adverbs rather than adjectives.

Linking verb with adjective: He stayed *quiet*. (*quiet* modifies the subject he)

Action verb with adverb: He stayed *quietly* in his seat. (*quietly* modifies the verb stayed; it tells how he stayed in his seat)

Linking verbs take adjectives. Action verbs take adverbs. See "Linking Verbs" on page 67.

Well/Good

As modifiers, *well* and *good* are sometimes a source of confusion. *Well* is both an adverb and an adjective, while *good* is only an adjective. Perhaps some of the confusion comes because well and good occasionally overlap in meaning. You can say either "He feels well" or "He feels good" to indicate a general state of health. *Good* is not just limited to describing health, however. You can say "He feels good about his promotion." *Well* cannot be used in this way. As an adjective, *well* has only three meanings:

1. to be healthy
   He looks *well*.
2. to look well-dressed or well-groomed
   He looks *well* in a suit.
3. to be satisfactory, right, or proper
   It is *well* to fulfill your commitments.

Good, on the other hand, is always an adjective. It cannot be used to modify a verb. In the examples below, *well* and *good* convey similar meanings, but they do so by modifying different types of words.

Good: You did a *good* job. (*good* is an adjective; it modifies job)
Well: You did *well*. (*well* is an adverb; it modifies did)

Another source of confusion may be that the comparative and superlative forms are the same for *good* and *well*: good, better, best and well, better, best. See below.

Comparative and Superlative Forms of Adjectives and Adverbs

Comparative and superlative forms of adjectives and adverbs are used to compare the degrees of characteristics possessed by the objects that they modify.

Most one-syllable adjectives/adverbs add the suffix *-er* or *-est*.

hot—hotter—hottest
lucky—luckier—luckiest
small—smaller—smallest

Some adjectives/adverbs use more/most to create the comparative and superlative forms.

quietly—more quietly—most quietly
beautiful—more beautiful—most beautiful

Less and least can also be used to create comparative and superlative forms.

aggressive—less aggressive—least aggressive
powerful—less powerful—least powerful

Irregular comparative forms

good/well—better—best
bad—worse—worst
many/much—more—most

Whether you use the comparative or superlative form (rather than the simple positive form) depends on how many things are being compared.

Comparative: The comparative form of adjectives and adverbs is used when comparing two things.

He is the *older* child. (the older of two children)

Superlative: The superlative form is used when comparing more than two things.

He is the *oldest* child. (the oldest of more than two children)

Conjunctions

The word *conjunction* refers to joining or coming together. We use conjunctions to join various grammatical elements: words, phrases, clauses. There are three kinds of conjunctions: coordinating, correlative, and subordinating. Each of these three types of conjunctions is described below.

Coordinating Conjunctions

Coordinating conjunctions join words, phrases, clauses, or sentences. The word *coordinating* indicates that the elements that are joined have equal grammatical weight—for example, nouns with other nouns, verbs with other verbs, clauses with other clauses of equal rank. Another way to think of this is that coordinating conjunctions join constructions that are parallel.

He *ran and jumped*. (verb with verb)

We could use a new *car or truck*. (noun with noun)

I saw *two of my friends but none of my relatives* at the wedding. (2 phrases)

She had a new computer, so she took a class on home computing. (2 independent clauses)

There are seven coordinating conjunctions. To assist in remembering these conjunctions, use their first letters to form a mnemonic aid: FAN BOYS—**f**or, **a**nd, **n**or, **b**ut, **o**r, **y**et, **s**o.

When a coordinating conjunction joins two independent clauses, or main clauses, it should be preceded by a comma unless the independent clauses are short and closely related.

He came and he went.

We went to Paris, but we stayed only a few days.

Correlative Conjunctions

Correlative conjunctions is the name given to coordinating conjunctions used in pairs. The following are common correlative conjunctions:

either...or neither...nor both...and not only...but (also) whether...or

As with the other coordinating conjunctions, correlative conjunctions join elements of similar grammatical construction, e.g., two adjectives, two prepositional phrases, two independent clauses, etc. Correlative conjunctions should be placed as close as possible to the elements they join.

Misplaced: Either *we will go to the lake* or *to the seashore*. (joins independent clause and prepositional phrase)

Correct: We will go either *to the lake* or *to the seashore*. (joins 2 prepositional phrases)

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In general, correlative conjunctions do not require commas; however, they may need a comma if they join two independent clauses. In the first example below, *not only...but* joins two independent clauses. In the second example, the same correlative conjunction joins two nouns (*cat* and *dog*).

We not only have to wash the car, but we also must shampoo the carpets.

We have not only a cat but also a dog.

Subordinating Conjunctions

Subordinating conjunctions join subordinate, or dependent, clauses to independent clauses. The following are commonly used subordinating conjunctions:

after
although
as
as if
as though
as much as
because
before
even though
how
if
in order that
inasmuch as
provided
since
so that
than
that
though
unless
until
when
whenever
where
wherever
whether
which
while
who
whom
whose

Anytime a subordinate conjunction begins a clause, that clause will be a subordinate clause. This is true even if the clause that follows the conjunction would otherwise be an independent clause.

Independent clause: *we left the party*

Subordinate clause: *after we left the party*

In general, when a sentence consists of a dependent clause followed by an independent clause, the dependent clause should be followed by a comma.

Dependent clause + independent clause: After we left the party, we went for a walk.

Dependent clause + independent clause: While the neighbors were away, the dog dug up the roses.

In general, when a dependent clause beginning with a subordinating conjunction follows an independent clause, no comma is required.

Independent clause + dependent clause: We went for a walk after we left the party.

Independent clause + dependent clause: The dog dug up the roses while the neighbors were away.

Beginning writers often insert commas before clauses beginning with the conjunctions *since* and *because*. *Since* and *because*, however, are subordinating, not coordinating, conjunctions. This means that even if *since* or *because* is followed by an independent clause, that clause is made subordinate by *since* or *because*. Such sentences containing *since* or *because* are examples of independent clauses + dependent clauses and do not require a comma.

Example: We went right home from the store because we were afraid the ice cream would melt.

Example: I wanted to ask him about the football game since I knew he had seen it.

For more on independent and dependent clauses, see "Clauses" on p. 68 and "Clauses and Punctuation" on p. 76.

Pronouns

Demonstrative Pronouns

When used alone (not modifying a noun), *this*, *that*, *these*, and *those* function as nouns and are considered demonstrative pronouns.

This is a very nice rug.

Those are pretty flowers.

In addition to identifying people or things, the demonstrative pronouns can be used to indicate spatial relationships.

This is my house; *that* is my sister's. (This one is nearby; that one is farther away.)

Indefinite Pronouns

An indefinite pronoun does not refer to a specific person or thing. Some common indefinite pronouns are listed below.

all
another
any
anybody
anyone
anything
both
each
each one
either
everybody
everyone
everything
few
many
much
most
neither
nobody
none
no one
one
other
several
some
somebody
someone
something
such

Indefinite pronouns are often used to make general statements or to indicate quantity.

Everybody knows how upset she was.

Most of the band members showed up for practice.

Unlike personal pronouns, indefinite pronouns use an apostrophe and *s* to form the possessive.

Everyone's cars got muddy after the storm.

He felt that *one's* actions should reflect *one's* beliefs.

Note that if the indefinite pronoun is used as a possessive with *else*, *else* takes the apostrophe and *s*.

No one else's project looked as good as hers.

Personal Pronouns

A personal pronoun replaces a noun or nouns. The pronoun must always agree in number and gender with the noun or nouns it replaces. Pronouns may be used as subjects or objects in a sentence.

When a pronoun is used as the subject in a sentence, the verb must agree with the pronoun in number.

Pronouns may also show possession. A possessive pronoun may be used before a noun to show possession (*my* bike), or a possessive pronoun may stand alone. (The bike is *mine*.) Note that unlike most nouns, possessive pronouns do not use an apostrophe to form the possessive.

Singular/ Plural	**Person**	**Subject**	**Object**	**Possessive before noun**	**Possessive stands alone**
singular	first person	I	me	my	mine
singular	second person	you	you	your	yours
singular	third person	he	him	his	his
singular	third person	she	her	her	hers
singular	third person	it	it	its	its
plural	first person	we	us	our	ours
plural	second person	you	you	your	yours
plural	third person	they	them	their	theirs

Confusion in pronoun usage frequently occurs with compound subjects or objects (Marla and I, him and me). The easiest way to determine the correct form of the pronoun is to look at each member of the compound subject or object separately, as in these examples:

> Marla and I went home. (*Marla* went home. *I* went home.)
>
> Kim Lee went with him and me. (Kim Lee went with *him*. Kim Lee went with *me*.)
>
> Bruce and he saw the movie. (*Bruce* saw the movie. *He* saw the movie.)

When the compound subject is broken apart in this way, most native speakers will recognize the correct pronoun form.

Note that the first person pronouns (I, me/we, us) always appear last in compound subjects and objects.

Reflexive and Intensive Pronouns

Reflexive and intensive pronouns use the same form. They are pronouns that end in *-self* or *-selves*: myself, yourself, herself, himself, itself, ourselves, yourselves, and themselves. They are used to refer to (reflexive) or emphasize (intensive) another noun or pronoun within the sentence.

Reflexive: A reflexive pronoun "reflects" back on an antecedent (the noun or pronoun to which it refers) that is within the same sentence.

> Reflexive: I went by *myself*. (antecedent = I)
>
> Reflexive: We could have done that *ourselves*. (antecedent = we)

Intensive: An intensive pronoun is used to emphasize or intensify an antecedent that is next to it within the same sentence.

> Intensive: The girls *themselves* thought of the idea. (antecedent = the girls)
>
> Intensive: You *yourself* may have seen something similar. (antecedent = you)

Note that both reflexive and intensive pronouns must have an antecedent that is within the same sentence. There is sometimes a tendency to use these pronouns incorrectly in place of personal pronouns.

Incorrect: She and *myself* went to the store after school. (no antecedent for *myself* in this sentence)

Correct: She and *I* went to the store after school.

Incorrect: He went with *myself.* (no antecedent for *myself* in this sentence)

Correct: He went with *me.*

Who and Whom

Who and whoever have three different forms depending upon their function in the sentence: subject, object, possessive.

Subject	**Object**	**Possessive**
who	whom	whose
whoever	whomever	whosever

There is often a great deal of confusion over whether to use *who* or *whom.* If it functions as the subject, use who; if it functions as the object, use whom. The difficulty often lies in deciding whether you need a subject or object.

Subject: Who is coming for dinner?

Object: Whom are we waiting for?

The easiest way to decide whether to use who or whom (or whoever or whomever) is to mentally drop who/whom and the words preceding it and make a sentence with the words that are left by adding he or him. If you would use *he*, then the sentence needs a subject, and you should use *who.* If you would use *him*, then the sentence needs an object, and you should use *whom.* See the examples below.

Sentence: Do you know who/whom will be attending the meeting?

Remove who/whom: *will be attending the meeting*

Add he or him: *He* will be attending the meeting.

Correct: Do you know *who* will be attending the meeting?

Sentence: Who/whom is the party for?

Remove who/whom: *is the party for*

Add he or him: Is the party for *him*?

Correct: *Whom* is the party for?

Verbs

Verb Parts

All verbs have four principal parts: infinitive (sometimes called "plain verb"), present participle, past, and past participle. Present and past participles are used with helping verbs to form verb phrases. Regular verbs form the past and past participle by adding *-d* or *-ed* to the infinitive. Irregular verbs form the past and past participle forms in a different way, such as by changing spelling or by not changing at all.

Regular Verbs

Infinitive	**Present Participle**	**Past**	**Past Participle**
care	caring	cared	cared

call	calling	called	called
jump	jumping	jumped	jumped
walk	walking	walked	walked

Irregular Verbs

Infinitive	Present Participle	Past	Past Participle
bring	bringing	brought	brought
choose	choosing	chose	chosen
go	going	went	gone
ride	riding	rode	ridden

Verb Phrase

A verb phrase consists of a main verb and one or more helping verbs (also called auxiliary verbs). A few verb phrases are listed below:

has gone   is going   will have gone   will be going

Since many verb phrases are formed using the verb *to be*, we review its parts below:

Infinitive	Present Participle	Past	Past Participle
be	being	was, were	been

Verb Tense

Tense refers to the time element expressed by a verb. Verb tense shows whether an action has already occurred, is now occurring, or will occur in the future. Although there are four principal parts to verbs, these four parts are used to form six tenses: present tense, past tense, future tense, present perfect tense, past perfect tense, future perfect tense. These tenses can be subdivided into progressive form (be + present participle). Present and past can be further subdivided into emphatic.

Tense	Part of Verb Used	Example
present tense	infinitive	I walk home.
present progressive	be + present participle	I am walking home.
present emphatic	do + infinitive	I do walk home.
present perfect tense	have or has + past participle	I have walked home.
present perfect progressive	have or has + be (past participle) + present participle	I have been walking home.
past tense	past	I walked home.
past progressive	be (past) + present participle	I was walking home.
past emphatic	do (past) + infinitive	I did walk home.
past perfect tense	had + past participle	I had walked home.
past perfect progressive	had + be (past participle) + present participle	I had been walking home.
future tense	will or shall + infinitive	I will walk home.
future progressive	will or shall + be (infinitive) + present participle	I will be walking home.
future perfect tense	will (or shall) have + past participle	I will have walked home.
future perfect progressive	will (or shall) have + be (past participle) + present participle	I will have been walking home.

Participles

The present participle is used with a form of the verb *be* in the progressive tense. The form of *be* determines whether the sentence is present or past progressive.

Progressive = *be* + present participle

Present progressive: The boy is flying a kite.

Past progressive: The boy was flying a kite.

The past participle is used with a form of the verb *be* in passive voice. In passive voice, the subject of the sentence is being acted upon rather than acting.

Passive voice = *be* + past participle

Passive voice (present): A kite is flown by the boy.

Passive voice (past): A kite was flown by the boy.

Below are examples of active and passive voice in present, past, present progressive, and past progressive tenses.

Active (present): The dog chases the birds.
Active (past): The dog chased the birds.
Active (present progressive): The dog is chasing the birds.
Active (past progressive): The dog was chasing the birds.
Passive (present): The birds are chased by the dog.
Passive (past): The birds were chased by the dog.
Passive (present progressive): The birds are being chased by the dog.
Passive (past progressive): The birds were being chased by the dog.

Helping Verbs

A helping verb (also called an auxiliary verb) is part of a verb phrase. A verb phrase consists of a main verb and a helping verb. Future tense, perfect tense, progressive form, and passive voice are all created using helping verbs.

Below are verb phrases with the helping verb marked in italics:

has written
must read
may attend
will ride
can ski
shall go
might have seen
would have taken

Common helping verbs include the following: be, can, could, do, have, may, might, must, shall, should, will, would.

Linking Verbs

Linking verbs express a state or condition rather than an action. They are called linking verbs because they link the subject to a complement which identifies or describes the subject. This subject complement may be a noun, pronoun, or adjective. Common linking verbs include the following: appear, be, become, feel, grow, look, remain, seem, smell, sound, stay, taste.

Anchovies *taste* salty.
That dog *looks* thin.
She *is* the manager.

Some linking verbs can also be used as action verbs, which can be modified by adverbs. A good way to determine whether the verb is functioning as a linking verb or action verb is to substitute the appropriate forms of *is* and *seem* for the verb. If the sentence still makes sense and has not changed its meaning, then the verb is a linking verb.

Linking verb: He remains happy. (No meaning change—He *is* happy. He *seems* happy.)

Action verb: He remains happily at the park. (Meaning changes—He *is* happily at the park. He *seems* happily at the park.)

Linking verbs take adjectives. Action verbs take adverbs.

Usage note: *Seem* is always a linking verb. When used as the main verb, *be* is a linking verb except when followed by an adverb. See "Comparing and Contrasting Adjectives and Adverbs" on page 59.

Parts of a Sentence

Clauses

All clauses contain a subject and a predicate. The fact that clauses have both a subject and a predicate distinguishes them from phrases (see "Phrases" below). Phrases may contain a subject or verb but not both.

Clauses are classified as to whether or not they make sense standing alone. Clauses fall into two main categories: (1) clauses that make sense standing alone are called independent, or main, clauses and (2) clauses that do not make sense standing alone are called dependent, or subordinate, clauses.

Independent Clause/Main Clause

The terms *independent clause* and *main clause* can be used interchangeably. Independent, or main, clauses make sense standing alone. Adding an initial capital and ending punctuation transforms an independent clause into a simple sentence. Many sentences consist of nothing but an independent clause; however, a sentence may also contain one or more dependent clauses and even additional independent clauses.

Independent clause: it was a hot, humid day

Independent clause: I needed a cool drink

Two simple sentences: It was a hot, humid day. I needed a cool drink.

Note that by definition an independent clause is not a sentence. The terms *independent,* or *main, clause* and *sentence* refer to different levels of grammatical construction and cannot be used interchangeably. An independent clause is a group of words that represent a complete thought and contain a subject and verb. In addition, a sentence must begin with a capital letter and end with an appropriate punctuation mark.

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Dependent Clause/Subordinate Clause

The terms *dependent clause* and *subordinate clause* can be used interchangeably. A subordinate, or dependent, clause does not represent a complete thought and cannot stand alone.

Dependent clause: where my brother had gone

Dependent clause: whom he was seeing

Dependent clauses must be combined with independent clauses in order to form sentences. In the sentences below, *we knew* and *we wondered* are independent clauses.

Simple sentence: We knew *where my brother had gone.*

Simple sentence: We wondered *whom he was seeing.*

For information on punctuating sentences containing independent and dependent clauses, see “Clauses and Punctuation” p. 76.

Phrases

In casual conversation, *phrase* refers to any group of words that function together. In the study of English, however, *phrase* has a more specific meaning, and we distinguish between phrases and clauses (see “Clauses” above). All groups of words that function together are either clauses (which contain both a subject and a verb) or nonclauses (which do not contain both a subject and a verb); nonclauses are phrases. So a phrase is a group of words that act as a unit and contain either a subject or a verb but not both.

Phrases may function as nouns, verbs, or modifiers. Phrases may be located anywhere in a sentence, but when they begin a sentence, they are usually followed by a comma. Phrases must always be part of a sentence. Like dependent clauses, phrases cannot stand alone. If a phrase is not part of a complete sentence, it is a sentence fragment.

Walking to the park was fun. (phrase functioning as a noun)

The dog *was running* quickly. (phrase functioning as a verb)

That is the prettiest flower *in the garden.* (phrase functioning as an adjective—modifies flower)

We went *to the mall.* (phrase functioning as an adverb—modifies went)

Phrases tend be confused with dependent clauses because neither of them forms a complete thought. Remember a clause will have both a subject and a verb. A phrase will have one or the other but not both.

Subject

Subject: Use a noun or pronoun (not both) as subject.

Incorrect: Marnie she had a lovely coat.

Correct: Marnie had a lovely coat.

Correct: She had a lovely coat.

USAGE

Agreement

Agreement: Pronoun with Antecedent

A pronoun must agree with its antecedent in number and gender. The antecedent is the noun or noun phrase to which the pronoun refers.

Sentence: *The kittens* chased the mouse. (replace *the kittens* with a pronoun)

Plural antecedent—plural pronoun: *They* chased the mouse.

Sentence: *The boy* flew a kite. (replace *the boy* with a pronoun)

Singular, masculine antecedent—singular, masculine pronoun: *He* flew a kite.

Agreement: Verb with Subject

A subject and verb agree if they are both singular or both plural, that is, the subject and verb must agree in number.

Nouns are singular when they refer to one person, place, or thing and plural when they refer to more than one (cat—singular, cats—plural).

Most verbs ending in *s* are singular, while verbs not ending in *s* are plural. The exception to this general rule is verbs used with *I* and singular *you* (which take the same verb form as plural *you)*. Although *I* and *you* are singular, their verbs do not take an *s*: I go, you go, he goes, it goes, they go, we go.

The number of the subject is not affected by any phrases that fall between the subject and the verb. (See "Agreement: Verb with Indefinite Pronouns" on page 71 for the only exception.)

Sentence: The difficulties of going on a long trip were apparent.

Subject: the difficulties (plural)

Verb: were (plural)

The verb should agree with the subject even when the subject and predicate are inverted.

Performing for the first time on this stage are the Lowell sisters. (subject = Lowell sisters, plural verb = are)

Performing for the first time on this stage is Winifred Lowell. (subject = Winifred Lowell, singular verb = is)

Agreement: Verb with Compound Subject

Compound subjects are formed by joining words or groups of words with *and, or,* or *nor*.

Subjects joined with *and* take a plural verb. This is true whether the words making up the compound subject are singular or plural.

Single subject: Our cat spends a lot of time in the back yard.

Compound subject: Our cat and dog spend a lot of time in the back yard.

Compound subject: Our cats and dogs spend a lot of time in the back yard.

Compound subject: Our cat and dogs spend a lot of time in the back yard.

Compound subject: Our cats and dog spend a lot of time in the back yard.

Note that sometimes *and* is used as part of a phrase that functions as a unit to name a single item. In these cases, the subject is not a compound subject.

Example: Macaroni and cheese is my favorite dish.

Example: Stop and Go was the name of the market.

Singular subjects joined with *or* or *nor* take a singular verb.

Example: A chair or a stool fits under the counter.

Example: Either our cat or our dog sits on the couch.

Example: Neither Melissa nor Jody plays the clarinet.

When plural subjects are joined with *or* or *nor*, they take a plural verb.

Example: Jackets or sweaters are needed in the evenings.

Example: Either his parents or my parents take us to the pool.

Example: Neither our cats nor our dogs like to have baths.

When a plural subject and a singular subject are joined with *or* or *nor*, make the verb agree with the closer of the two subjects.

Example: A sports coat or evening clothes are required for the dinner party.

Example: Evening clothes or a sports coat is required for the dinner party.

Example: Either my parents or my aunt drives us to school.

Example: Either my aunt or my parents drive us to school.

Example: Neither the secretaries nor the supervisor was happy about the arrangement.

Example: Neither the supervisor nor the secretaries were happy about the arrangement.

Agreement: Verb with Indefinite Pronouns

The verb must agree with the indefinite pronoun in number. Some of the indefinite pronouns take singular verbs, others take plural verbs, and others vary depending on context.

Singular: another, anybody, anyone, anything, each, each one, either, everybody, everyone, everything, much, neither, nobody, no one, one, other, somebody, someone, something

Everybody has a car.

Each of the parents has a car.

Plural: both, few, many, several

Both students have cars.

Several students have cars.

Vary (sometimes singular, sometimes plural): all, any, most, none, some

Most of the cars were dirty.

Most of the car was dirty.

Note that the indefinite pronouns that can be either singular or plural *(all, any, most, none, some)* constitute an exception to the standard rule of agreement that the number of the subject is not affected by any phrases that fall between the subject and the verb. When *all, any, most, none,* or *some* refer to a singular noun, they take a singular verb. When they refer to a plural noun, they take a plural verb.

Singular: *Some* of the paper *is* dry.

Plural: *Some* of the papers *are* on the desk.

Misplaced Modifier

Modifiers describe, define, clarify, or provide more explicit information about the words they modify. There is nothing intrinsic to the modifiers themselves that shows which word they modify; therefore, modifiers must be carefully placed in sentences so that it is clear which words they modify. Modifiers are said to be misplaced when it is unclear which word they modify or when they modify the wrong word. In general, modifiers should be placed as close as possible to the words they modify. Frequently, misplaced modifiers can be corrected simply by moving the ambiguous phrase closer to the word it modifies.

> Misplaced: I spoke with the woman who is standing by the potted palm in the yellow dress.

In the example above, the reader may think that the palm is draped in a yellow dress. Correct this confusion by relocating the modifier.

> Corrected: I spoke with the woman in the yellow dress who is standing by the potted palm.

Now there is no confusion over who is wearing the yellow dress. In the example below, there is some confusion over who is in the back of the truck.

> Misplaced: He took the dog when he left this morning in the back of the truck.
>
> Corrected: When he left this morning, he took the dog in the back of the truck.

Now it is clear who is riding in the back of the truck.

Negative Words

Negatives: Use only one negative word to state a negative idea.

> Incorrect: We don't have no bananas.
>
> Correct: We don't have any bananas.
>
> Correct: We have no bananas.

The words hardly and scarcely are also considered negative words and should not be used with other negatives.

> Incorrect: We have hardly no bananas.
>
> Correct: We have hardly any bananas.
>
> Correct: We have no bananas.

Special Word Pairs

There are a number of word pairs that are often confused (effect/affect, continually/continuously). In this level of *Editor in Chief*, we focus on the following frequently confused pairs of words:

> bring (to carry something with oneself to a place—from there to here—when you bring something with you, you arrive with it) / take (to carry to another place—from here to there—when you take something with you, you leave with it)
>
> lay (to put or place) / lie (to rest or recline)
>
> leave (to go away) / let (to allow)
>
> may (to be permitted to) / can (to be able to)

raise (to move something to a higher position, to elevate—transitive verb—you raise objects) / rise (to move from lower to higher—intransitive verb—people/objects rise on their own)

teach (to instruct) / learn (to gain knowledge or understanding)

PUNCTUATION

Apostrophe

Use an apostrophe in contractions to show where letters or numbers have been left out.

could not = couldn't   let us = let's   it is = it's
the 1990s = the '90s

Use an apostrophe to form the plural of letters, but do not use an apostrophe to form the plural of numbers.

Mind your p's and q's.
Shakespeare lived in the late 1500s and early 1600s.

Usage note: At one time, forming the plural of numbers by adding apostrophe *s* was common; however, in current style manuals, the preference is to drop the apostrophe. If you wish to use an apostrophe when forming plural numbers, note that under no circumstances is the construction '90's considered correct. Use either '90s or 1990's.

Use an apostrophe to form the possessive.

Add *'s* to form the singular possessive.

dog's bone   Maria's ball   car's color

Add an apostrophe to form the possessive of a plural ending in *-s*, *-es*, or *-ies*.

cats' toys   foxes' holes   butterflies' flowers

Add *'s* to form the possessive of plural nouns that do not end in *s*.

women's hats   sheep's wool   children's toys

Usage note: Pronouns do not use an apostrophe to form the possessive. See "Personal Pronouns" on pages 63–64.

Colon

Use a colon between numbers indicating hours and minutes.

We will arrive at 9:15.

A colon follows the greeting in a business letter.

Dear Sir: Dear Dr. Martinez:

Comma

Use a comma between words or phrases in a series

blue, red, and green   up the hill, over the log, and down the hole

Usage note: At one time, including a comma before the *and* in a series was considered optional. This trend has changed.

Including the comma is now the preferred pattern of punctuation.

Use a comma to separate the elements of an address (street and city, city and state).

5 Elm Street, Sample Town, New York

Use a comma after the state in a sentence when using the format city, state.

We are going to Sample Town, New York, to visit our grandmother.

Use a comma in dates between day and year in the format month, day, year.

January 10, 1996 April 5, 2001

Usage note: If you follow the European model, write 9 May 1999—no commas.

Use a comma after the year in a sentence when using the format month, day, year.

We have to be in Nevada on January 10, 1996, in order to visit our friends.

Use a comma after the greeting of a friendly letter.

Dear Emilio,

Usage note: Business letters use a colon after the salutation.

Use a comma after the closing of a friendly letter.

Sincerely, With best wishes, Love,

Use commas to separate nouns of address from the rest of the sentence.

Kim, I asked you to step over here.

You know, Rebecca, we could go to the store tomorrow.

Use a comma to separate an introductory word or interjection from the rest of the sentence.

Yes, I have heard of that TV show. Hey, did you see that comet?

Well, I guess that's true.

Use commas to set off an introductory phrase or dependent clause.

After we left, she phoned the office.

From the couch, the cat jumped onto the bookcase.

Usage note: Dependent clauses are also referred to as subordinate clauses. See "Subordinating Conjunctions" page 62 for more information.

Set off a nonessential (nonrestrictive) appositive with commas. (An appositive is a noun or noun/pronoun phrase next to a noun, which identifies, defines, or explains the noun.) See "Clauses and Punctuation" pages 76–77 for more on essential/nonessential.

The Marsdens, our nearest neighbors, left on vacation today.

My brother's dog, the big white one, is rolling in the leaves.

Use commas to set off sentence interrupters.

The recent game, on the other hand, showed the wisdom of working on set plays.

He had told us, however, that he would study more.

Use commas before coordinating conjunctions joining two independent clauses.

We took the bus, but she will take the train.

My sister mowed the lawn, and I raked the leaves.

Usage note: See "Conjunctions" on page 61 for more information.

Use a comma to separate a direct quote from a phrase identifying the speaker.

Tomas said, "We had fun doing English today."
"We had fun doing English today," Tomas said.

Place commas inside ending quotation marks.

The package was marked "fragile," but the contents were quite sturdy.

"We had fun doing English today," Tomas said.

Usage note: We have noted some confusion over this particular rule, possibly because British usage differs from American usage. American style manuals, however, are all in agreement: commas and periods always go inside closing quotation marks. There is an interesting story about this punctuation style. It is said that when typesetting began in America, the lead used to make the type was not as refined as that used in England, and the printers had problems with the small commas and periods breaking off outside the quotation marks. To solve this problem, they moved the commas and periods inside the quotation marks! In American punctuation, the periods and commas go inside the quotation marks while the larger colons and semicolons go outside the quotation marks.

Exclamation Point

Use an exclamation point after an exclamatory sentence.

Stop that dog! We know what to do! I love chocolate!

Use an exclamation point after an interjection that stands alone.

Stop! Don't you know to look both ways before crossing a street?

Usage note: An interjection that begins a sentence may function as an introductory word and be set off from the sentence with a comma instead of an exclamation point; for example, Hey, wait for me!

Place the exclamation point inside quotation marks at the end of a quoted exclamation.

Incorrect: "Get that snake off the counter"! screamed Jamie.

Correct: "Get that snake off the counter!" screamed Jamie.

Usage note: In contrast to commas and periods (which always fall inside closing quotation marks), an exclamation point only falls inside closing quotation marks when it applies to what is inside the quotation marks. If it is not part of the quoted material, it goes outside the quotation marks; for example, That box is marked "fragile"!

Hyphen

Use a hyphen with compound numbers.

twenty-five   ninety-four   forty-three

Period

Use a period to end a declarative sentence.

A sentence begins with a capital letter and ends with a punctuation mark.

Use a period after abbreviations and initials.

Washington, D.C.   Dr. Nolan   Mr. J. Pedrewski

Always place periods inside closing quotation marks.

We delivered a package marked "fragile."

See usage note under *comma.*

Question Mark

Use a question mark after a direct question (interrogative sentence).

Are we there yet?   What time is it?

Place a question mark inside the quotation marks after a quoted question.

"What day is soccer practice?" asked Lucia.

Usage note: Again in contrast to commas and periods (which always fall inside closing quotation marks), a question mark falls inside closing quotation marks only when it applies to what is inside the quotation marks. In the following, the question mark applies to the entire sentence, not the word inside the quotation marks: Is that box marked "fragile"?

Quotation Marks

Use quotation marks to enclose direct quotes.

"I need help on this English paper," said Grover.

"This beautiful day," said Mark, "is too good to waste indoors."

Quotation marks are used to identify the title of a song, story, poem, article, or book chapter.

We have to memorize "Jabberwocky" by Thursday.

Clauses and Punctuation

Recognizing dependent and independent clauses is useful when punctuating sentences. In some instances, commas are required between dependent and independent clauses, and in other cases, they are not. Following are a few simple rules of thumb for when to use commas in sentences containing clauses:

independent clause + independent clause =

comma after the first clause when the clauses are joined by a coordinating conjunction

Example: The sun was shining brightly, and the weather was warm.

independent clause + independent clause =

semicolon after the first clause when the clauses are not joined by a coordinating conjunction

Example: The sun was shining brightly; the weather was warm.

dependent clause + independent clause =

comma after the dependent clause

Example: After we left for the country, the package we were waiting for arrived.

independent clause + dependent clause =

varies depending on whether the dependent clause is essential (restrictive) or nonessential (nonrestrictive)

Essential (restrictive) clauses are essential to the meaning of the sentence. Removing them would change the meaning of the sentence. Nonessential (nonrestrictive) clauses can be removed without altering the meaning of the sentence. Nonessential clauses give additional or incidental information; they are not essential to the basic idea that the sentence is conveying.

Essential: The man who is sitting in that chair by the wall is our neighbor.

Nonessential: Our neighbor, who is sitting in that chair by the wall, is well-liked in our community.

Usage note: The only nonessential clause used at this level of *Editor in Chief* is the appositive (a noun or noun/pronoun phrase next to a noun, which identifies, defines, or explains the noun).

A sentence will not contain two dependent clauses without an independent clause.

To aid in remembering the rules for punctuating clauses, think of them as follows:

I + I = comma
I + D = no comma
D + I = comma

Note that the rules above apply to clauses, not phrases. For more on the difference between clauses and phrases, see pp. 68–69.

Run-on Sentences

In this level of *Editor in Chief*, the answer key corrects run-on sentences by creating two sentences: the first ending in a period and the second beginning with a capital letter. Although in the answers we do not provide all the alternatives listed below, you may wish to correct the run-on sentences using a semicolon or conjunction.

Incorrect: One sea lion balanced a ball another sea lion waved his flipper.
Incorrect: One sea lion balanced a ball, another sea lion waved his flipper.
Correct: One sea lion balanced a ball. Another sea lion waved his flipper.
Correct: One sea lion balanced a ball; another sea lion waved his flipper.
Correct: One sea lion balanced a ball, and another sea lion waved his flipper.

Sentence Fragments

In this level of *Editor in Chief*, the answer key corrects sentence fragments by joining the sentence fragment to a complete sentence.

Incorrect: The bird was sitting on the roof. Sunning himself.
Correct: The bird was sitting on the roof sunning himself.

Note that a sentence fragment may also be corrected by rewriting the sentence in other ways, as shown below. We leave this to your discretion.

Possible: Sunning himself, the bird sat on the roof.

SPELLING

Homonyms

In this level of *Editor in Chief*, we focus on the following homonyms:

are/our
in to/into
its/it's
lose/loose
their/they're/there
to/too/two
where/were
whose/who's
your/you're

Plurals

Some words have the same form for the singular and plural.

sheep deer

The plurals of words that end in the sound of *f* are usually formed by changing the *f* to *v* and adding *-es*.

leaf/leaves knife/knives

The plurals of words that end in *y* are usually formed by changing the *y* to *i* and adding *-es*.

berry/berries

Possessives

See "Apostrophe" on page 73.

Special Usage Problems

could of/could have: *could of* should not be used for *could have*; *of* should not be used for *have*

a lot: a lot is always two words

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